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ABSTRACT

The thrust of the Navajo Adult Basic Education (NABE) program is aimed at three major objectives. First, it seeks to establish, through the study of history and current events, a feeling of pride in Navajo cultural heritage, promoting self-esteem and building self-confidence. Next, it prepares the Navajo to function better in those areas of the dominant culture that most affect his life. And, finally, it teaches the traditional three R's as an outgrowth of the participants' environment and personal experience. The program has been refined to the point that it can teach and help every adult on the reservation, of whatever educational background, who is not a victim of brain damage or of personality disorganization. Organizational, enrollment, and inservice training information is contained in the report, introduced by a 15-page recounting of the history of Hispano-Anglo-Navajo relations. A curriculum overview, an instructor-by-instructor summary of "special interest" subjects covered in each classroom, a progress report, and an account of achievements constitute the heart of the document. A self-evaluation of three broad aspects of NABE operation (implementation, instructional staff, and administration), and role definitions for personnel conclude the report. Appended are maps, charts, and a budget summary. (Author/AJ)

1971

1971 FINAL REPORT 1972

Project File

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Navajo Adult Basic Education

ED101192

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NAVAJO COMMUNITY COLLEGE
CHINLE, ARIZONA 86503

MANY FARMS RURAL POST OFFICE

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NAVAJO ADULT BASIC EDUCATION

he stirs, he stirs, he stirs, he stirs,
among the land of dawning, he stirs, he stirs;
the pollen of the dawning, he stirs, he stirs;
now in old age wandering, he stirs, he stirs;
now on the trail of beauty, he stirs, he stirs;
he stirs, he stirs, he stirs, he stirs.

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FINAL REPORT

To the

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

Office of Education

For

NAVAJO ADULT BASIC EDUCATION
Navajo Community College

Thomas E. Atcitty, Project Director

Chabah Whitney

Ason Mahidesgehni

Submitted by:

NAVAJO ADULT BASIC EDUCATION
Navajo Community College

Project No: 9-9-S-0-0055
: 122148

Grant No: OEG-0-9-122055 - 4561 (324)
: OEG-0-70-5156 (324)

Funded under the authority of Public Law 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

By red rocks the green corn grows,
Beautifully it grows ...

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"A man of vision, a man who gave his whole life in service to the Navajo people."

In Memory of Dr. Ned A. Hatathli
late President of Navajo Community College

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PREFACE

Dr. Ned Hatathli, late President of Navajo Community College had great hope for and faith in Navajo Adult Education. He said many times that, "this program reaches the people who are hardest hit by unemployment, material poverty, poor health, lack of opportunities" and other conditions that affect a disadvantaged people. He had deep concern for Navajo adults who can neither read, write, nor speak the English language. This final report reflects the tradition that Dr. Ned Hatathli supported and advanced in American Indian Education

I am proud to write these introductory remarks to this second final report. I hope this report will provide a clear understanding of the significance and the challenges facing us as we move together toward solutions of these problems. I support this program without qualification.

President
Navajo Community College

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United States Senate
COMMITTEE ON
AERONAUTICAL AND SPACE SCIENCES
WASHINGTON, D.C. 20510

January 18, 1972

Mr. John Y. Begaye
Navajo Community College
Many Farms, Arizona 86503

Dear Mr. Begaye:

Enclosed is a copy of the reply I received from the Office of Education in connection with the proposal submitted by the Navajo Community College for an experimental demonstration project in adult education. It is self-explanatory.

I hope this proposal receives favorable action and I will advise you accordingly if I am informed of approval.

Sincerely yours,

Clinton P. Anderson

CPA:wlm

Enclosure

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

January 11, 1972

Our Reference: DAEP/AEP

Honorable Clinton P. Anderson
United States Senate
Washington, D.C.

Dear Senator Anderson:

Thank you for your letter of December 21 to Dr. Robert M. Worthington concerning the Experimental Demonstration Project in Adult Education submitted by the Navajo Community College in Many Farms, Arizona. I have been asked to respond on behalf of Dr. Worthington.

The proposal is being reviewed and evaluated along with others that have been received to date. Based on the reviews, ratings and national priorities, a review panel will recommend the most promising proposals for funding. It is expected that Congressional Notification on those projects which are approved for negotiation will be released by mid-February.

Your interest in this application is appreciated. You may be sure that it will receive every consideration during the evaluation period.

Sincerely,

Paul V. Delker
Director
Division of Adult Education Programs

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United States Senate
COMMITTEE ON APPROPRIATIONS
WASHINGTON, D.C. 20510

January 31, 1972

Mr. John Begay
c/o Navajo Community College
Many Farms, Arizona 86503

Dear Mr. Begay:

Enclosed you will find the acknowledgment of the letter I sent to the Office of Education in support of your grant application.

Please know that I am very interested in the success of your Experimental Demonstration Project in Adult Education, and would be happy to assist you further in procuring your grant at your request.

Sincerely,

Joseph M. Montoya
United States Senator

JMM/wjb
Enclosure

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

January 25, 1972
Our Reference: BAVTE/DAEP

Honorable Joseph M. Montoya
United States Senate
Washington, D.C.

Dear Senator Montoya:

Thank you for your letter of December 30 to Commissioner Marland concerning the Experimental Demonstration Project in Adult Education submitted by the Navajo Community College in Many Farms, Arizona. I have been asked to respond on behalf of the Commissioner.

The proposal is being reviewed and evaluated along with others that have been received to date. Based on the reviews, ratings, and national priorities, a review panel will recommend the most promising proposals for funding. It is expected that Congressional Notification on those projects which are approved for negotiation will be released by mid-February.

Your interest in this application is appreciated. You may be sure that it will receive every consideration during the evaluation period.

Sincerely,

Paul V. Delker

Paul V. Delker
Director
Division of Adult Education Programs

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TJM VAIL, CHIEF COUNSEL

United States Senate
COMMITTEE ON FINANCE
WASHINGTON, D.C. 20510

April 11, 1972

Mr. John Begay
Navajo Community College
Many Farms, Arizona 86503

Dear Mr. Begay:

Mr. Delker, Director of the Division of Adult Education Programs at the Department of Health, Education, and Welfare, has just provided me with the attached response to my inquiry with regard to your application.

I know you will be pleased, as I am, that your proposal has been recommended for funding.

I have today written to Dr. Lawrence to see if we can determine the present status of your application, and I will be back in touch with you as soon as I have a reply.

With kindest regards.

Sincerely,

Paul Fannin

Paul Fannin
United States Senator

PF/lbl

Enclosure

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 13, 1872

Our Reference: DAEP/AEB

Honorable Paul Fannin
United States Senate
Washington, D. C.

Dear Senator Fannin:

We regret the delay in responding to your letter of January 28 to Dr. Robert M. Worthington concerning the Experimental Demonstration Project in Adult Education submitted by the Navajo Community College in Many Farms, Arizona. I have been asked to respond on behalf of Dr. Worthington.

The proposal has been reviewed and evaluated along with others that were submitted for Fiscal Year 1972 funding. Based on the reviews, ratings, and national priorities, a review panel recommended the most promising proposals for funding. I am pleased to inform you that this proposal was among those recommended on January 11.

However, after proposals are recommended at this office, they are referred to the Regional Commissioners for their recommendation. To date, we have not received a response from the Regional Commissioner in Region IX. For further information as to the status of this proposal, I suggest you contact Dr. Paul F. Lawrence, Regional Commissioner, Office of Education/DHEW, Phelan Building, 760 Market Street, San Francisco, California 94102.

Your interest in this application is appreciated.

Sincerely,

Paul V. Delker

Paul V. Delker
Director
Division of Adult Education Programs

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ROBERT P. GRIFFIN, MICH.
TOM VAIL, CHIEF COUNSEL

United States Senate
COMMITTEE ON FINANCE
WASHINGTON, D.C. 20510

April 24, 197[illegible]

Mr. John Y. Begaye
Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

Dear Mr. Begaye:

Thank you for your letter of April 18 bringing me up to date on your special adult education program. I am extremely pleased to know that this program is functioning so satisfactorily.

I was pleased, as well, to receive the enclosed letter from Dr. Lawrence advising that your proposal has been approved for funding

May I wish you every success in the continued growth of your programs.

With kindest regards.

Sincerely,

Paul Fannin
United States Senator

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
50 FULTON STREET
SAN FRANCISCO, CALIFORNIA 94102
OFFICE OF EDUCATION

April 18, 1972

APR 24 1972

The Honorable Paul Fannin
United States Senate
Committee on Finance
Washington, D.C. 20510

My Dear Senator Fannin:

In response to your letter of April 11 We have checked with the Division of Adult Education Programs in the Office of Education, Washington, D.C. and find that the proposal of the Navajo Community College at Many Farms, Arizona has been approved and that a Congressional Announcement has been issued. It is probable that the Announcement crossed your letter in the mail.

The proposal had been reviewed in this office much earlier and recommendation made to the Washington Office. We, too, are interested in the proposal and are glad to know that it has been approved and that an Announcement has now been made of its approval.

We hope this will satisfactorily answer your inquiry, but if you have further questions we suggest you communicate again with Mr. Paul Delker, Director of Adult Education Programs in the Office of Education in Washington, D.C.

With best regards.

Sincerely,

Paul F. Lawrence

Paul F. Lawrence
Regional Commissioner

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TOM VAIL, CHIEF COUNSEL

United States Senate

COMMITTEE ON FINANCE
WASHINGTON, D.C. 20510

May 23, 1972

Mr. John Y. Begaye
Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

Dear Mr. Begaye:

I was pleased to receive the enclosed letter from Mr. Delker, Director of the Division of Adult Education Programs at the Office of Education, advising me that you were awarded a $200,000 grant for your Adult Education Experimental Demonstration Project.

I am sending on a copy of this letter for your information.

May I wish you every success with the project.

With kindest regards.

Sincerely,

Paul Fannin
United States Senator

PF/lbl

Enclosure

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 5, 1972

Our Reference: DAEP/AEB

MAY 10 1972

Honorable Paul Fannin
United States Senate
Washington, D.C.

Dear Senator Fannin:

Thank you for your March 13 letter to Dr. Robert M. Worthington regarding the application from Navajo Community College for an Adult Education Experimental Demonstration Project grant. I have been asked to respond on behalf of Dr. Worthington.

This proposal was approved for negotiation in the amount of $200,000 and the Congressional Notification for the award was released April 10, 1972. A copy of this Notification is attached for your reference.

Thank you for your continued interest in the Navajo Community College proposal.

Sincerely,

Paul V. Delker
Director
Division of Adult Education Programs

Enclosure

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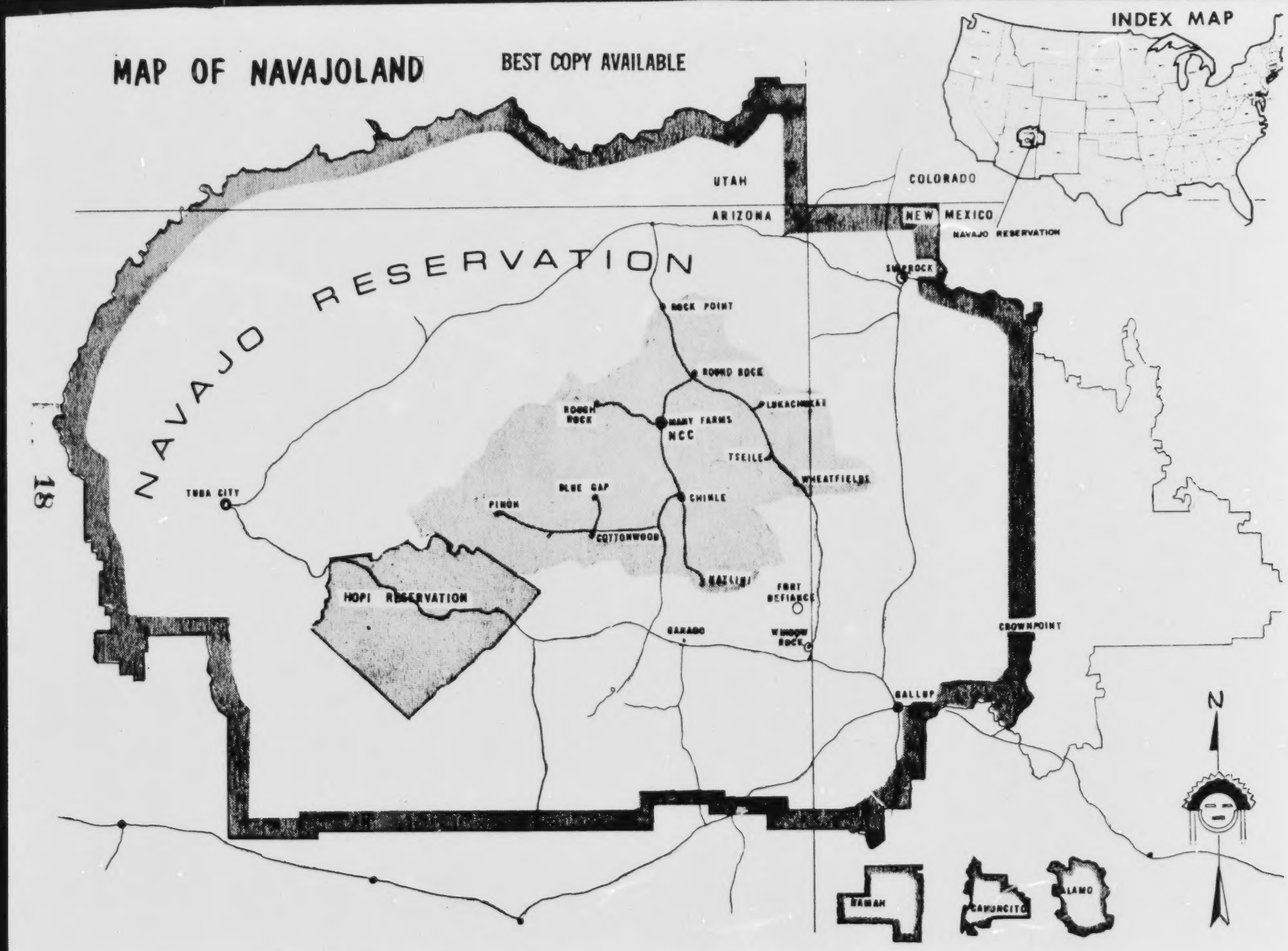

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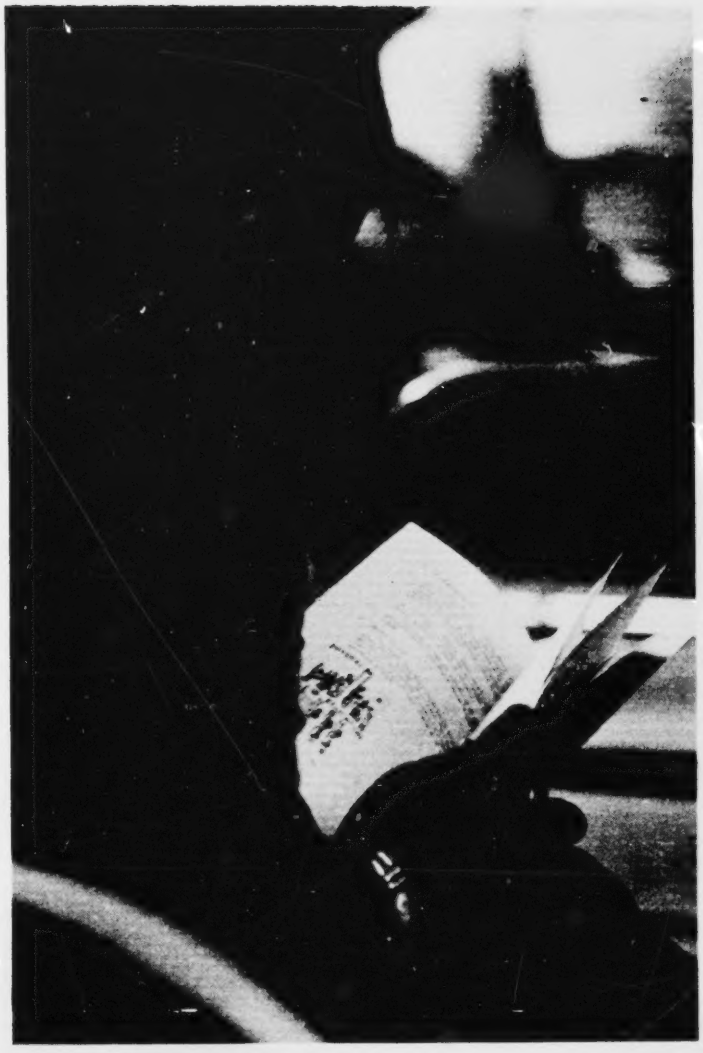

An NABE participants is learning how to read.

An NABE participant is learning how to do Math problems.

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INTRODUCTION

In order to see the Navajo Community College - Navajo Adult Basic Education (NABE) program clearly, and in terms of the problems it was meant to solve, and, in order to put the program in its proper perspective, it is necessary to discuss briefly the background and characteristics of the target population the program is serving.

Essentially, the target population is composed of adults who have had three years of education or less. In fact, the majority of the adults in NABE classrooms have never been to school. As a group, they occupy the lowest rungs of the economic ladder on the reservation although some among them are fairly well off from raising livestock. They are those least able to function in the surrounding Anglo communities, those least able to make use of the health services and other service agencies on the reservation. Characteristically they envision a strong sense of non-involvement in anything outside of their immediate family groups.

It is very hard to explain to them what is happening in the world outside the reservation. And they are little prepared, in many cases, to participate in the changes taking place on the reservation. They meet attempts with suspicion, hostility or timidity and withdrawal. They are reluctant to listen to or believe Anglo-Americans. They are extremely slow to accept even a Navajo person if he or she is not of the extended family or clan. These people tend to live in a shell of self-isolation. The first step in helping them is in reaching them.

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To reach them, one must know something of the events and circumstances that make them as they are. Because, historically, Navajo people have been described as an adaptive, innovative, and progressive people.

During the Pueblo and Spanish period, the Navajo people adopted and converted to their use countless systems, skills and religious practices. They functioned well in their vast semi-arid home-land. They were hardy and self-reliant, fierce in battle, feared by their enemies, and yet so kind in fact that many captives who came among them as "slaves" remained to join them. The children of these people were adopted into the tribe and became full-fledged Navajos. During the time of the Pueblo rebellion, many pueblo people fled to Navajo country and found sanctuary there from the Spaniards.

Indeed, although it is a little known fact, seldom found in history books, the reason the Navajo took up arms against the Spanish in the beginning was because the Spaniards raided their homes and carried off their women and children as slaves. This anomalous practice was passed down from the Spanish conquistadores and continued in the Southwest untill as late as 1935. It was the cause of many of the wars and battles that marked the pages of western history. One wishes one could say that the practice ceased when Americans took over the territories. But slavery continued undiminished.

The Americans occupied New Mexico in 1846. Their coming was not all that Anglo-Americans who grew up on stories of Jim Bowie, Davy Crockett, Sam Houston, and the Alamo assume that it was.

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The Navajos perceived little difference between them and the hated Spaniards.

> In most ... respects there was little difference between the Spanish and American regimes of the nineteenth century. Both were poisoned in almost equal proportion by corruption, greed, and stupidity. [1]

We must strive to understand the content of the body of folklore and knowledge which has passed down to present day Navajo adults from their grandparents. You must remember that the Navajo people are often long-lived. Until only recently there were people on the reservation who experienced first hand many of the things to be discussed. And these people's views of Anglo-Americans will certainly color the picture of Americans in the minds of more recent generations.

> The Americans, with a few notable exceptions, not only did not understand Indians, but, even more lamentable, made little effort to understand them. They laughed at them. They derided them. They aped them in fiendish and crude pantomime. They supported, even encouraged the slave trade. They raped Indian women. They scalped Indian men, took the bloody momentos back to their homes, and enjoyed the shudders of their relatives. They ruined fields by stabling their horses in them. With ghoulish delight they robbed Navajo graves and stripped the corpse of Navajos they killed. [2]

Only a person who has studied the tenents of the Navajo religion can understand just how terrible grave robbing is in the sight of Navajo people.

---

1 "The Navajos", Terrell p. 146
2 Terrell, IBID

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Treaties were made but never kept. The government was as faithless with the Navajo people as they ever were with any other tribe. The only condition for peace that the Navajo people demanded was that they should be protected by federal troops from the slave raids of the Utes and New Mexicans.

> No effort was made (by the government) to adhere to the promise to protect the Navajos from forays conducted against them. Indeed, both New Mexicans and Utes were encouraged to attack them. If the Navajos retaliated they were charged with breaking the treaty. Navajos were shot on sight, and without provocation, by New Mexican slave hunters. They were killed on roads, while laboring in their fields, while herding their sheep. Few attempts were made by either the civil government or the military to apprehend the murders or to restore the Navajo captives carried off by New Mexicans. [3]

Just how much impact these slave raids had can be garnered from the statements of Dr. Louis Kennon, as quoted by Terrell. [4] Dr. Kennon was a long-time resident of the territory.

> I think that the Navajos have been the most abused people on this continent, and that in all the hostilities the (New) Mexicans have always taken the initiative with but one exception that I know of ... If you asked the (New) Mexicans any reason for making war, they would give no other reason but that the Navajos have great many sheep, and horses and a great many children ... He believed that ... the number of captive Navajo Indians held as slaves to be underestimated. I think there are from five to six thousand. I know of no (New Mexican) family which can raise one hundred and fifty dollars but what purchases a Navajo slave, and many families own four or five, the trade in them being as regular as the trade in pigs and sheep. Previous to the (Civil) War their price was from seventy-five to one-hundred dollars, but now they are worth about four-hundred dollars. [5]

---

3 Terrell, IBID., p. 146
4 Terrell, IBID., 7
5 Terrell, IBID., p. 177

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The Navajo people had little reason to see the Anglo-American as being any different than the Spaniards. This was in the matter of their wives and children. The white man also wanted their land. Men in high places planned and worked to get them away from their four sacred mountains.

> In the 1860's, New Mexico's Governor Connelly said: "Navajos occupy the finest grazing districts within our limits and infest a mining region extending two hundred miles" and that because of this "an immense (white) pastoral and mining population is excluded from its occupations and the treasures of mineral wealth that are known to exist." He thought that, "public interest demands that this condition of things should cease to exist, for Navajos too long have ... roamed lords of the soil over this extensive and valuable tract of country.[6]

General Carleton, wno selected the site for the reservation at Ft. Sumner and who directed the military campaigns that forced the Navajos to go t' ere had this to say about their lands:

> "Among all my endeavors since my arrival here has been an effort to brush back the Indians, so that the people could get out of the Rio Grande and not only possess themselves of the ariable land in other parts of the territory, but if the country contained veins and deposits of precious metals, that they might be found ....." [7]

Later, when the Navajo people were starving and dying at Bosque Redondo and he was under fire from numerous enemies he attempted to justify his actions thusly:

> "By the subjugation and colonization of the Navajo tribe, we gain for civilization their whole country, which is much larger than the state of Ohio, and besides being the best pastoral region between the two oceans, it is said to abound in precious as well as useful minerals." [8]

---

6 Terrell, IBID., p. 180-181
7 Terrell, IBID., p. 180
8 Terrell, IBID., p. 198

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Carleton selected the site of Ft. Sumner with special care. The Rio Pecos was a muddy, bitter, alkaline stream, set in country that was arid and treeless. Spaniards called it the "Staked Plains" and shunned it. It was occupied only by buffalos, wolves, coyotes, jackrabbits, and soon, a few hundred Apaches.

> A board of army officers assigned to inspect the place vociferously disagreed with Carleton, reporting that Bosque Redondo was remote from the depot of supplies, Fort Union and from the neighborhoods that supply forage. Building materials will have to be brought from a great distance. The water of the Pecos contains much unhealthy mineral matter. A large part of the surrounding valley is subject to inundation by the spring floods. The board recommended another site, closer to Las Vegas and Fort Union, where the supply of good timber for building and firewood is convenient, the water is pure and abundant, the grazing is very fine and one of the neighboring country is subject to overflow. Carleton was upheld by the War Department and the site was set at Bosque Redondo.
> "... the new fort would be named in honor of General Edwin V. Sumner, and the Navajos would be collected "little by little", and sent there " "away from the haunts and hills and hiding places of their country." And there the army would be "kind to them; teach their children how to read and write; teach them the arts of peace; teach them the truths of Christianity. [9]

Governor Henry Connelly supported Carleton fully. Between them, they made plans for the war on the Navajos. Their plans hardly touched on the subject of teaching Christianity to the Navajos.

> Carleton and Connelly did not propose to force the Indians to slave in the mines, but "simply to remove or exterminate them". [10]

---

9 Terrell, IBID., p. 179
10 Terrell, IBID., p. 181

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When they were ready to move Carleton wrote to the War Department in Washington. There was no hint at this time of the avaricious greed for Indian land that must have activated him and his cohorts.

> "I would respectfully recommend that the only peace that can ever be made with them must rest on the basis that they move onto the lands (at Fort Sumner) and, like the Pueblos, become an agricultural people and cease to be nomads. On the reservation, "old Navajos would soon die off, and carry with them all the laten longings for murdering and robbing; the young ones would take their places without these longings; and thus, little by little, the Navajos would become a happy and contented people, and Navajo wars would be remembered only as something that belongs entirely to the past." [11]

He painted a rosy picture for the War Department. His orders to Kit Carson and subsequent events show quite another picture. One that has left an indelible mark upon the Navajo people.

Kit Carson was working in Southern Colorado as an agent to the Utes. During the Navajo campaign he paid off those Utes who accompanied him by letting them take "personal" prisoners, in other words, women and children to be sold as slaves. Carleton told him that after July 20, 1863, "every Navajo seen will be considered as hostile and treated accordingly, after that day the door now open will be closed." [12]

The word was out that the army was moving against the Navajos.

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11 Terrell, IBID., p. 181
12 Terrell, IBID., p. 182

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Had they been the fiends they'd been pictured to be one would expect the whole territory to stay home and breathe a sigh of collective relief. Such was not the case.

> "... Through it (Navajo Country) raced bands of New Mexicans and traders intent upon taking captives before the source of supply was closed to them. During the course of the campaign these groups of heavily armed slavers took hundreds of Navajo women and children to be sold as menials at very lucrative prices throughout the territory. In many instances women and children were taken from groups on their way to surrender at military posts, and men attempting to protect their families were wantonly shot down." [13]

It was more than a year after the campaign first began before Carson, Connelly, or Carleton took any steps to stop this abominable practice. And only then they acted because bands of well-armed slavers were overpowering small contingents of federal troops that were conveying prisoners to the gathering point for the "long walk" to Redondo. There are no accurate figures but it has been estimated that fully as many Navajos were stolen and sold into slavery as were taken to Bosque Redondo.

On the long walk the few wagons available were used for the old and decrepit. Those who fell sick along the way were shot and left for the wolves. And the columns of people were raided by slavers even as they journeyed into captivity.

It was all a matter of simple economics to the non-Navajos. At Fort Union, New Mexico in 1851, a laborer or skilled craftsman was paid $250 a year, his assistant received $120. A hunter received

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13 Terrell, IBID., p. 182

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$400, and interpreter $500 and clerks and traders who could speak the Indian languages received between $800 and $1,000. With slaves bringing upwards of four hundred dollars apiece, the Navajos were a gold mine in human form. Their neighbors, their follow human being mined them.

This sad scene continued unrelieved for four long years at Fort Sumner. A crop was never harvested. Through graft, a hundred thousand dollars worth of relief supplies dwindled to thirty thousand dollars worth of ruined rations and useless tools. Old people and children died as the women prostituted themselves for a little extra food. Death, misery, and despair were their constant companions.

By 1868, New Mexican cattlemen were jealous of the lands the Navajos possessed at Fort Sumner. The Navajos were from Arizona and were considered to be Arizona's problem. Everyone was in favor of shipping them back to their deserts, let them survive how they might. They were still outcasts, then, even when they were allowed to come back to their home. The Navajos were not aware of all the factors that allowed them to return home. But they knew their return was a gift. They had not won their way back. Their captors had let them go. Even before, there was little serious talk of fighting the Americans. Certainly not again in a direct confrontation. Withdrawal, putting distance between themselves and the whitemen was the best adjustment they could make.

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And this would probably have worked for them. Over a period of time the rigors of making a living on their vast desert plateau would have recreated in them that old resourcefulness and self-confidence and ingenuity which made them so noteworthy.

But they returned to find a different world. Within two decades their homelands were surrounded by hostile Anglo farmers, stockmen, and settlers. The Anglos begrudged every acre of grazing land that the Navajos had. And soon there ceased to be land for new families to move to establish their own flocks and homes. Population increased, settlement, overgrazing, and wet years in the 1880's that started the erosion so prevalent today finally reduced the Navajo Nation to dependency on the Anglo-American economy. The time for independence in the old way was gone. And, after Fort Sumner, the government began a system of dole to supplement the food of the people. They gradually came to depend on this and when they were no longer able to maintain their economic independence the whole situation degenerated into a quagmire of hunger, poverty, starvation at times, and disease and indolence. The Navajo people did not want to be dependent. Circumstances simply took from them the means of remaining independent. They became a people whose answers did not fit the questions life now asked of them.

Poverty became a way of life. Nor has it changed much for the segment of the population under discussion. Virtually every adult Navajo has known long periods of hunger and short periods of actual starvation. That the Anglos could wrest from them their means of

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making a living and then turn a deaf ear to their pleas has created a basic attitude of resentment, fear, and distrust of all things Anglo, that is still a characteristic of many Navajo adults.

If you have visited the south or are from that area you know too well that the scars of the American Civil War are still visible in generations far removed from the actual conflict. One must not assume that it is different for the Navajo people. The impact of these wars and of the confinement at Fort Sumner have been passed on from parent to child in a most intense and vivid manner. The anger and resentment created by the injustices suffered still smoulder in the hearts and minds of many Navajo people.

And young Navajo people can read. They are fully aware now of the reasons for the government's moving against them in the 1860's. The livestock reduction program of the thirties allowed many living Navajos to experience the cold, impersonal, power of the government. The residue of these experiences is all the more likely to remain unchanged and unmodified in the minds of under-educated adults because they get little exposure to other aspects of the Anglo-American way of life.

These experiences have done more than create feelings of despair and helplessness. They have provided the impetus for alcoholism and family disruption. And they have made adults suspicious and distrustful.

Even while these events and movements were taking place, other forces were at work on and around the reservation helping to

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shape the adults with whom Navajo Community College - Navajo Adult Basic Education is working today.

Traditionally in America, Anglo-Black conflicts have revolved around racial differences; but, Anglo-Indian conflicts have mostly been a territorial nature. Land hunger has motivated a certain segment of the Anglo population since the first immigration of Europeans began. As has been quoted above, at least part of the impetus for the Fort Sumner experience came from people of this nature.

But just as important, and much more subtle and frightening, has been the impact of the work of those who came to the Navajo people as friends. Admittedly what follows is a slanted viewpoint. But it is an attempt to delineate and express a point of view held by at least some Navajo adults. And many of those who have never expressed such thoughts consciously still react to them behaviorally showing that they exist for them at the subconscious level. In sum, it represents an attitude that is widespread enough that its existence must be allowed for when dealing with Navajo adults.

In early days there could easily have developed in the minds of the Navajos some confusion over the institutions of religion and education. Often, missions offered education as well as religious instruction. And government schools still give children released time to attend classes of religious instruction offered by the major religious groups on the reservation. And often times, both institutions gave similar results.

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For example, in the past most children went away to boarding schools. Here they were separated from their parents for most of the year. Lack of exposure to Navajo tradition and loss of language facility put up barriers between the child and his parents. From the adults' point of view this was often the only observable effect of their children's education. They found little in it of worth or value to them. More than this, in boarding schools all religious denominations competed for the opportunity to teach their children the doctrines of a Christian religious system. At the same time, separation of time and distance made it impossible for the parents to have at least equal time to share with their children their own beliefs.

Viewed from this angle, it is possible to see that this type of Navajo adult views education at least ambivalently. Many openly oppose education in any form, others sadly surrender their children to it, feeling that it is something their children must have to make their way in the world today, knowing as they do it that they are dooming themselves to seeing their children grow away from them and to seeing their culture and beliefs die out with their own generation.

Public day schools, a good public information program, and the general interest of most third generation Indian students in the cultural heritage of their grandparents has done much to brighten this picture. Nevertheless, these things and more help comprise the facts of life that any potential NABE program must deal with. And when student participation is voluntary, the challenge is doubled.

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At the very least, the experiences of their children with education and religion yield what, to some Navajo parents, are questionable results and dubious benefits. There are no firm guidelines for a Navajo parent to follow in counseling and raising his children. It is, at best, a risk to educate his children, for a parent may get back a broken, disfunctionate alcoholic who brings despair to his family and destruction upon himself. At best the parent will get back a child who, as an adult, can no longer believe in and participate fully in the parent's way of life. Education will have weaned his children away from the traditional Navajo view of the universe and their values will be a rough mixture of equal parts of Navajo and Anglo beliefs.

Only a brief overview of events that shaped the students that NABE works with has been given. It should not be taken as a complete picture of the reservation but only as a discussion of some of the points that bear on the particular people NABE is trying to serve. It was meant to give a clearer picture of the reasons that NABE functions as it does. NABE has shaped itself to fit the needs of its participants. If its present form seems strange, that can only be because it has been successfully adapted to the needs of a people who are very much out of touch with the world you know.

The thrust of the program is aimed at three major objectives. First, it seeks to establish, through the study of history and current events, a feeling of pride in one's cultural heritage. This promotes self-esteem and builds self-confidence.

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Next, it prepares them to function better in those areas of the dominant culture that most effect their lives. And finally, it teaches the traditional three R's as an outgrowth of the participants' environment and personal experience.

Much progress has been made. And much work remains to be done. Programs on the reservation tend to skim off the portion of the population whose background, experience, aspirations, and level of self-confidence has prepared them to understand, appreciate, and participate in them. This includes health services, education, livestock, and range management, and all others.

What is happening is that those who can be reached are moving on. Those who cannot are filtering out the bottom of the programs and settling back into the mire of poverty and degradation they have lived in all their lives.

At the bottom of this scale rests a segment of the reservation population that may comprise half of all adults. These are the people who, for whatever reasons, are denied an education. These are they who never had a decent opportunity to master the work skills that make it possible to find employment.

For the last three years Navajo Adult Basic Education of the Navajo Community College has been creating the curriculum, the procedures, the philosophy, and the staff to reach, motivate, and begin to move this segment of the population. The program has been refined to the point that it can teach and help every adult, of whatever level of educational background, who is not a victim of brain damage or of personality disorganization.

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PROJECT OBJECTIVES:

1. To raise the educational and social level of Navajo adult students who are lacking the ability and are unable to read, write and speak the English language.
2. To assist the Navajo adult students to take advantage of occupational and vocational training programs so they may have some job opportunities for more profitable employment in the future.
3. To assist Navajo adult students to be aware of the various service agencies on or near the Navajo reservation where they can receive direct assistance whether it is social, educational and economical.
4. To encourage the Navajo adult students to better meet their responsibillties as bicultural individuals and parents.
5. Recognizing the many barriers toward improved employment of economical progress, foremost of which is limited job opportunities, vital objectives of Adult Basic Education is the personal well-being and long life and happiness of each Navajo adult students.

SPECIFIC OBJECTIVES:

1. To provide information on Navajo tribal election procedures.
2. To develop a willingness to participants in local tribal elections as well as state and national elections.

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3. To build an understanding of procedures related to state and national (much of the tribal election procedures were patterned after state and national election procedures).
4. To understand the power of one vote.
5. To understand the power of cumulative vote.
6. To teach oral English to non-English speaking Navajo adults.
7. To provide experience, broaden and deepen the adult Navajo's concept of social services.
8. To increase the adult non-English speaking Navajo to understand his own culture, history and language.
9. To identify the needs of Navajo adults and prepare materials around these areas.
10. Raise the level of skill inthe fundamental operation of arithmetic.
11. Increase the participant's understanding of the application of arithmetic to his actual day to day experience, such as linear measurements, sale of livestock and wool pertaining to weight.
12. Provide the individual with an understanding of money transaction so that he may protect himself financially.
13. To cooperate with different agencies in providing counseling, job placement, and job development.
14. To provide information about family relationships, personality development, and social adjustments largely to promote healthful living.

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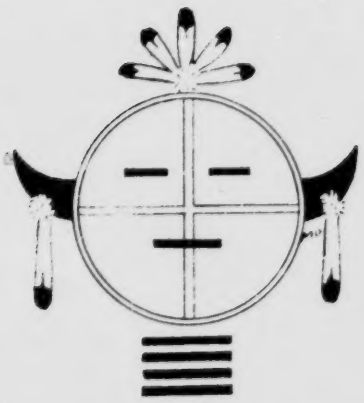
15. To develop a knowledge of preventive medicine and sanitation as a means of maintaining good health.

16. To develop a willingness to participate in community activities and community development.



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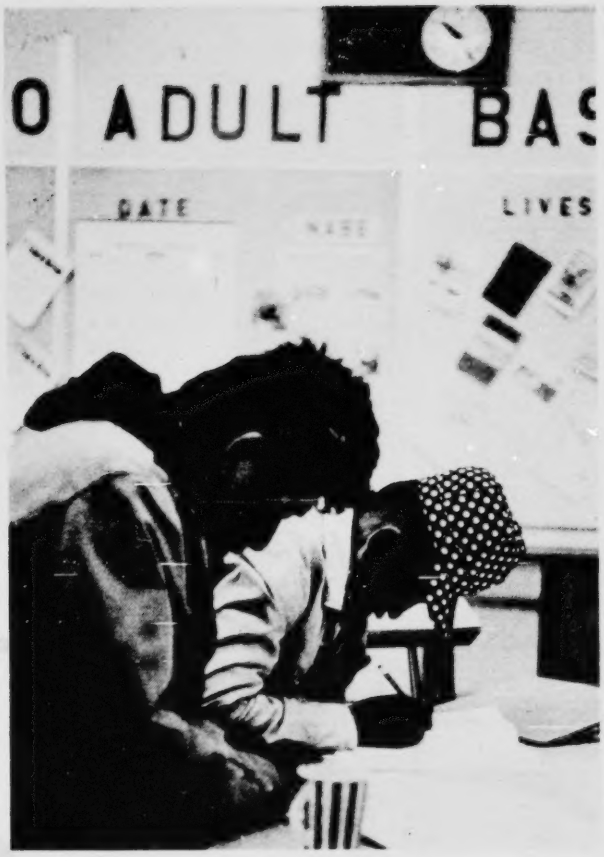

Flash-cards are used in teaching NABE participants Arithemetic.

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PROCEDURES:

Navajo Cultural and Professional Advisory Boards

The program originally created two advisory boards, the Navajo Cultural Advisory Board and the Professional Advisory Board. Each board was to examine the program's overall direction and suggest alternatives in terms of their area of cultural and professional knowledge.

During the course of the year NABE staff met with the two advisory boards separately. The groups were informed of the design, operation and the trend in which NABE was heading. The boards expressed encouragement and were pleased with the program.

Navajo Cultural Advisory Board Members:

John Smith	Elderly Navajo Medicine man from Pinon, Arizona.
Howard W. Gorman	Navajo Council man and Navajo Community College Board of Regents member from Ganado, Arizona.
Charlie Benally	Navajo Medicine man from Tsaile, Ariz.
Scott Preston	Former Vice-Chairman of the Navajo Tribe, Medicine man from Tuba City, Ariz.
John Dick	Navajo elder from Rough Rock, Arizona.
Curley Mustache	Elderly Navajo Medicine man from Wheatfields, Arizona.

Professional Advisory Board Members:

Dr. LeRoy Condie	Professor of Education University of New Mexico Albuquerque, New Mexico

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Dr. Irvin Stout	Professor of Education Arizona State University Tempe, Arizona
Dr. Robert A. Roessel, Jr.,	Chancelor Navajo Community College Many Farms, Arizona
Mr. Frankie Paul	Chief, Adult Education Bureau of Indian Affairs Navajo Area Window Rock, Arizona
Miss Kathryn Polacca	Education Specialist Adult Education Tohatchi, New Mexico
Miss Virginia Jackson	Education Specialist Adult Education Fort Defiance, Arizona

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REVIEW BOARD:

Because of the distance and time involved in meeting with the Navajo Cultural Advisory Board and Professional Advisory Board it became necessary to establish a Review Board to provide a means of continual review of progress with enough time and attention toward detail to achieve results. The board was formed to provide the detailed examination of teaching materials that is essential and to provide evaluation of program success. The Review Board was composed of elected participants by the participants from the area where NABE is being conducted. The Review Board meets every month. The Review Board is considered essential to the progress and improvement of the NABE Program.

Review Board Members:

Rock Point	-	James Begaye
Lukachukai	-	Archie Begay
Nazlini	-	Lucy Gorman
Cottonwood	-	Charley Francis
Wheatfields	-	Chester Kedelty
Tsaile	-	Rita Jishie
Rough Rock	-	Tony Greyeyes

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ENROLLMENT:

Because of domestic responsibilities the attendance fluctuates from season to season. The responsibilities of the people vary from season to season. For instance, in the fall there is branding and sheep dipping. Fire dances and Yeibicah dances occur in the winter. These ceremonies require the assistance of all members of the extended families, often for several days at a time. Also moving to the winter camps in mud and snow becomes a chore.

In the spring planting and lambing consume a great deal of the adult time, prior to moving to the summer camps. In the summer the people are busy with farming and squaw dances as well as the struggle against the extreme drought which has haunted the reservation. There are also responsibilities that call for full attention everyday, such as the families themselves and the livestock.

All the responsibilities that are pointed out have some effect upon the average Navajo adult who has not been formally educated.

Under the circumstances, we consider it fortunate to have had as many participants as have been able to attend NABE classes.

During this past year, we experienced a decrease in attendance. In response to this situation one of the assistant instructors was assigned to study the cause for the declining attendance. In his report, he identified the problems as no transportation, domestic responsibilities, lack of information about the project, intentions, and

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in some places the sites were situated where the participants hesitated to go.

We immediately made allowance for the problems and also offered some solutions. The instructors spoke and disseminated information about the program in chapter meetings, the home visitations were intensified and some sites were relocated in the community. As a result the attendance began to increase.

Miss Lorene Yazzie and Mr. Bahe Yonnie were hired to make a feasibility study in the area of Pinon, Hardrock Mission, and Forest Lake. A majority of the community people contacted expressed interest in the NABE program. They proposed that NABE be established in Hardrock and Forest Lake. This study was made so that in the near future, when it becomes possible to expand, we would know which area we can expand to.

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FY 71-72
CLASS ENROLLMENT

LOCATIONS:	AVERAGE ATTENDANCE	TOTAL ENROLLMENT
Wheatfields	25	32
Tsaile	16	23
Valley Store	25	29
Rough Rock	31	37
Many Farms	42	49
Chinle	32	37
Chinle Commodity Food Demonstrators	6	6
Chinle, Local Community Development Prog.	13	13
Chinle, Extended Care Facility	20	20
Nazlini	38	42
Rock Point	48	52
Cottonwood	25	57
Low Mountain & Whippoorwill	32	48
Pinon	15	19
Lukachukai	23	25
Round Rock	13	23
TOTAL	404	512

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INSERVICE:

The training of NABE instructors is vital because these are the personnel who work directly with the people whose background is described in the introduction. The participants sacrifice their own time and come to NABE sites to learn on their own volition. Because of the problems of time, distance and economic depression on the reservation, attendance at NABE classes requires a larger than average portion of ambition and motivation on the part of the students. These participants come as long as ABE classes are helping them in concrete and immediate ways.

To make the classes relevant to their situation and interesting enough to maintain a high level of participation requires training in techniques and methodology in teaching and human relation.

To broaden the instructors' view of the participants background, we have invited some adult Navajo lecturers and medicinemen to discuss the problems and life of the people we serve. These resources were made available to the instructors so they will have increased understanding, knowledge and appreciation for the participants' history and culture. Thus, they would help work with them in the most understanding and patient manner.

The instructors attended summer school last summer to gain knowldege of current educational theory and practices. The following are some of the places the instructors took their training during the

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summer of 1971:

1. University of Wisconsin, Milawaukee, Wisconsin.
2. Research Foundation of State University of New York, Albany, New York.
3. Pepperdine University, Los Angeles, California.
4. Oregon College of Education, Monmouth, Oregon.

Starting in June, 1972, the instructors again enrolled in the Navajo Community College to enrich their understanding in the Navajo culture and language and to learn skills that they can impart to their participants.

During the course of the year NABE instructors attended an Indian Adult Education workshop in Scottsdale, Arizona. The theme of that workshop was "What Should be the ABE Curriculum for Teachers of American Indians."

Because many of the participants filed their Federal Income Tax, the instructors attended a workshop in Federal Income Tax Law in Window Rock, Arizona.

In April, the Mountain Plains Adult Education Association held a conference at Arizona State University, Tempe, Arizona. NABE was invited to participate. The theme was "No Siesta in Adult Education." There were panel discussions in which we took part focusing upon the priority problems and possible solutions to special groups in Adult Education centering on American Indians, Mexican-Americans and Black Americans.

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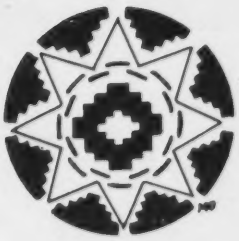
We had speakers in our in-service training - community leaders who imparted community problems and some possible solutions.

The Justice of the Peace from Chinle provided us with information on voter registration. Whenever they can, the instructors have been registering participants to vote in the primary and general elections. We have not yet seen the results of our effort as to how many of those who registered will actually vote.

We hold an in-service meeting every Friday. When we need information we utilize the resource people at the Navajo Community College.



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CURRICULUM:

The design of the curriculum is tailored to meet the unique needs of the people being served. It was observed in the past three years that commercially-produced materials oriented to a urban life style are too difficult to implement into the program for the adult Navajo on the reservation who has a completely different life style; therefore, it is the intention of the program to develop instructional materials oriented to the life style of the beneficiary.

Through discussion with Navajo educators, community leaders, participants and the Cultural Advisory Board, the need and goal of the individual and community are defined to some extent. The materials being produced are geared to meet the goals and needs that were defined by the resource people.

Because the Navajo people have a long tradition of maintaining harmony with the self, the family and others, along with their tradition of duty and hardwork to maintain a good living, the instructional materials being produced reach back into the people's philosophy and history to bring back all sound principles and incorporate them into the material being taught. This two-fold approach encourages pride and dignity in being a Navajo and brings the participants onto familiar ground upon which they may learn and integrate the past and the present, thus, establishing again harmony in a new setting.

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A sample of teaching materials is included. The first part of the unit on citizenship education talks about ancient Navajo political organization. Its structure and purpose are briefly discussed. This is done to show that Navajo had political organization before the Anglo imposed one on them. The unit then talks about the problems of the transition from one set of governing rules to another. Much of the political behavior and expectations differ; thus, in the new type of government, the business moves slowly, since, under the old political organization, harmony was the prime thing that every one sought. Time was not important. The participants are taught the problems that the Navajo people face today. This is done so participants can become involved in tribal, state and national government and to discuss current issues and offer reasonable solutions to the problems.

Because the rule of order or parliamentary procedures is not well understood, meetings are conducted as they have been done since long ago. The informal meetings sometimes last a day on one issue.

These are some of the things which the teaching materials should bring to the participants. The other materials produced follow a similiar procedure.

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CLASS ACTIVITIES:

NABE participated in the Window Rock Navajo Tribal Fair Parade. The staff and participants helped with the college exhibit and disseminated information on NABE. The group also put a winning float together for the college.

The social service fair held last year in Cottonwood was very successful. Approximately 200 or more people came to listen to the demonstration and presentation by the various service agencies. Some people from other communities have requested such an activity for their area. The social service fair in response to the request held another activity in a central location at Many Farms. Because of the extremely cold weather that day the turn out was lower than expected. The following public service agencies talked about the various functions of their program to the participants: Job Development Program, Tribal Work Experience Program, Veterans Administration, Local Community Development, Alcoholism and the University of Arizona Extension Service.

A three-day workshop on the training and handling of horses was conducted by Elmer Seybold from Mineral Wells, Texas, at Many Farms Elementary School. There were approximately 30 or more NABE participants in attendance daily for the workshop.

In August NABE assisted the Chinlé Agency Leadership Training workshop for councilman, chapter officials, grazing committee members and land board members. We helped by providing discussion leaders, taking notes, and sometimes interpreting.

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NABE took part in the Chinle Agency Council meeting when the councilman and Chinle BIA officials were jointly discussing funds for FY 1972-73. NABE lobbied for passage of a resolution in support of a contract with BIA for their Adult Education money. The resolution was passed and the contract at this time appears very favorable.

The participants expressed a need for information about marketing lambs and wool. They also expressed interest in breeding for mutton and for quality wool. A one-day workshop was held in Round Rock and Chinle with the assistance of the NCC Agriculture Program and the NCC Range and Livestock Improvement Program, along with the soil and range conservationist, the University of Arizona Extension Service of Chinle to respond to the expressed needs. The workshop presentation was excellent and the crowd was bigger than expected.

Later in the year another Livestock Workshop was held upon the request of the NABE participants in Many Farms. Henry Garnenez, Director of the Range and Livestock Improvement Program, conducted a discussion in breeding, lambing, wool marketing, and horse training with live demonstrations. The crowd was again large.

With the assistance of the medicine men in the communities where NABE classes are held, classes were conducted in Navajo history and culture. In the history class, Navajo language, social activities, economy and political activities were discussed and studied.

In the culture class assistance of the medicine men was essential. They told of the origin of the Navajo people, the Navajo rug,

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and some games. Some winter games were played. The interest in these activities was great. The participants expressed a desire to continue instruction in the history and culture of the people.

NABE assisted the Indian Community Action Program and Range and Livestock Improvement Program to conduct a four-day workshop for the Tribal grazing committee.

There were numerous health workshops held by NABE instructors in the communities where classes are conducted. The theme of these workshops was "Contemporary Indian Health Problems." We received assistance from many agencies in the workshop. The following are a list of some that took part:

Local Medicinemen
Indian Public Health Service
Tuberculosis Control of Chinle
Indian Health Advisory Board
Alcoholic Anonymous
Chinle Mental Health Program
Chinle Navajo Police Department
Arizona State Highway Patrolman
Chinle Extended Care Facility
Community Health Representatives

An arts and crafts exhibit was scheduled for February 1972, to give the participants an opportunity to display some of their crafts and to see what the other centers are doing.

The arts and crafts are a base upon which things such as socialization, communication and motivation can be established. The Navajo adult, when they first come to the centers, are often shy and slightly withdrawn. These activities help them overcome their shyness and they begin to interact with the group in a rather short while. It also motivates the participants to come and study the 3 R's as well as to

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learn and improve upon his or her trade such as rug weaving, sash belt weaving, basket weaving, etc. These arts and crafts are not considered as hobbies to the participants. They are a way of life.

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EXTRA CLASS ACTIVITIES:

Besides teaching the courses and programs outlined by the central administrative office, each instructor had class time left over to service the interests of his students.

Different areas showed interest in different subjects. We have compiled an instructor-by-instructor summary of the special interest subjects covered in each classroom area during the school year.

We feel these activities reflect the ingenuity of individual instructors in conducting a well-founded ABE program while still meeting some of the specific interest objectives that originally brought students into the classroom. These special interest subjects were the bait that induced many students to come to the classrooms and were the means by which their interest was kept alive through the school year.

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JAMES ASHIKE:

One of the program objectives is to develop in the participants some independent thinking and to get them involved in planning and decision-making affecting their lives. The women and men in Cottonwood have planned and initiated a program to have ONEO Home Food Demonstration come to individual homes on Tuesday and Friday mornings to demonstration.

In other areas, they have demonstrated their new skills in planning the arts and crafts class, sewing class and wood working class. It is the hope of the program that this independent thinking will be used at home also.

Because of the conflict with the Hopi Tribe, the NABE sites near the boundary line are decreasing in attendance. The participants are interested, but the safety of their children and stock come first.

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ERVIN WAYNE:

Upon the expressed wish of the Tribal Work Experience Program and the NPVTP participants in the NABE program at Many Farms and Rough Rock, a wood working project has been initiated. In this project instruction was given for the benefit of beginning craftsmen in the names of tools, uses and measurement. These skills were learned while making a tool box, cabinets or a closet. Advanced craftsman were given instruction in building construction, estimating materials, blue print reading and some drafting. We were fortunate to have a skilled instructor to impart knowledge as requests were made.

Another popular subject given by Ervin is the driver education course. The program has received more requests for driver education instruction since it was first given. NABE has coordinated its program with the auto License Bureau examiners in Chinle. The people who fail the test for drivers' license there are often referred to the NABE classes for instruction and explanation of the laws affecting driving.

Ervin has taken participants to visit the various service agencies that are available to the participants. From the visits the participants have gained more insight into these various agencies.

Upon the request of the community in Many Farms, Ervin scheduled a livestock workshop with Henry Garnenez of the Navajo Community College Range and Livestock Improvement Program to conduct the workshop. The NCC livestock was used to demonstrate quality of sheep and horses. The participants were pleased and requested more in the future.

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WILSON C. GORMAN:

The NABE participants in Tsaile upon their initiative have obtained logs and tried to build a multi-purpose hogan, which will be used for NABE classes, food demonstration and other community activities deemed essential by the participants. Because of the lack of funds, the participants ran out of materials for a roof, window, floors and doors. The participants, with the help of the NABE instructor, Wilson and the Chapter official, requested funds from the BIA housing to complete the building. The BIA said there are no funds. The group is determined to complete the building.

In Wheatfields, Wilson has been teaching the General Education Development course to nine participants. Even though he had a heavy schedule teaching ABE, he taught GED all winter. It is the plan of the NABE program to establish GED programs in isolated communities to give the GED students there an opportunity to obtain a GED certificate.

Instruction on voter registration was very successful in Wheatfields and Tsaile. There were requests for registrars at almost every chapter meeting. The NABE participants were informed of the legislative redistructing which made it possible for Navajos to sit in the Arizona Legislature to have a voice in the Arizona government.

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BOBBY L. DENNY:

The instructor in Rock Point, Round Rock and Lukachukai made tremendous progress in motivating the participants to make plans as to what they would like to learn in the class. This may seem a minor thing, but this is what NABE is all about--to instill independent thinking. They recognize their weakness educationally and are eager to improve. They requested more hours of academic instruction. These requests indicated to the program that the instructors are reaching the participants. We try to involve more participants in the curriculum planning.

The participants in Lukachukai have started by themselves a tutorial system in which everyone tries to help one another. For instance someone would come in asking to be helped with their names or social security number and everyone would just pitch in to help him by pronounciation or writing.

An arts and crafts class was begun in Rock Point by the participants. The instructor helped the participants raise funds for the raw materials for this project. When a project is completed the article is sold and the price of the item is returned for more materials. Thus, a relationship of purchase and marketing is established.

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CHESTER H. KAY:

The instructor in Nazlini and Chinle have expanded those centers to include the Local Community Development Programs, where he conducts classes for the CD workers, and the Chinle Extended Care facilities, where he conducts classes for elderly Navajos.

Chester has established an organization of NABE participants with a president, vice president and secretary. These officers requested funds from the Nazlini chapter in the amount of $500 to purchase materials and operate a sewing class and a rug weaving class. The chapter gave them the money and it was used to purchase materials and yarn from Gallup. The women from Nazlini went to Gallup with the instructor to purchase the materials and yarn.. The guided shopping tour was very educational, including the experience of purchasing materials first hand, calculating the cost, such as purchasing ten yards of material at $1.50 per yard and finding the cost. The women saw the variety of material. The lady in the shop gave them a guided tour and briefly told them about how these materials were made and what they are made from. The trip was a success.

The health workshop planned by the participants was very successful. The participants and the Nazlini chapter sponsored a health workshop. The theme of the workshop was "Contemporary Indian Health Problems." Dr. Sirott from the PHS in Chinle gave the address

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on the theme. In the workshop these health problems were discussed: Tuberculosis, trachoma, diarrhea, alcohol, drug disease and malnutrition. There were over one hundred people who participated in this educational activity.

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NAVAJO LITERACY:

The purpose of the Navajo language program was to test the theory that learning to read in the native language first would make learning to read in English easier.

The procedure used differed from those employed by the language teacher in the standard institution, where a very systematic drill method of teaching is often used. When the pupils already know the language the teaching of reading and writing becomes complicated. The students here are traditional Navajos who have never heard of systematic teaching. With this knowledge, the Navajo language is taught as slow or as fast as the student wants to go. Some pre-primer Navajo reading books from Rough Rock Demonstration School have been used in these classes. The language experience method of reading worked with some groups. In some groups there are students who have no formal education and some with at least two years of school. There are some individuals who need special tutoring besides the reading group sessions.

Flash card games were used to teach students to recognize the sound of the alphabet. Individual reading lessons were also used. In some of the groups in which there were more participants who never went to school, more time was spent going over the mechanics of reading than on language. We got much better results through the individual reading lessons.

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Other than our reading sessions, we have spent some time on the comparative analysis of the English and the Navajo alphabet. There are four letters in the English Alphabet the Navajo adult have a hard time pronouncing. They are letters f, p, v, r. They also have trouble with the combination, th. The reason is the letters do not have equivalent sound in the Navajo language. Likewise the English speakers have a difficult time pronouncing at least ten letters of the Navajo alphabet. As part of the transfer method we make sure that the comparative analysis is done before participants begin to take a more active part in the speaking, reading and writing of English.

In our attempts to experiment with the idea, we found that with the participants who had some schooling memorized the Navajo phonetic alphabet much faster than those who are unsure of all the mechanics of reading which we are teaching to the non-English speaking adult Navajo. We felt a need for more Navajo reading materials. We tried to meet this need by providing as much reading material as possible.

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PROJECT SUPERVISOR
John Y. Begay

Left to Right - Project Supervisor John Y. Begay, and NABE Assistant Instructors Wilson Tsosie, Jim Fred, Benally, Leroy Halwood.

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INSTRUCTIONAL MATERIALS DEVELOPER
Herbert Benally

The In-Service Trainings for the NABE Instructor are held every Friday

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Participants watch an NCC Instructor starting a Navajo Ceremonial Basket

Arts & Craft such as, Sash belt weaving, Rug weaving, & Basket weaving are part of class activities to motive interest for participants.

Silversmithing is one of the Craft that is being taught.

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Participants took Field Trip to New Mexico State Fair, Arizona State Fair, Arizona State Capital and Zoo.

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Community Service Fair at
Cottonwood NABE site

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Math class for the Navajo Pre-Vocational Training Program

PROGRESS REPORT
FY - 1971-72

LOCATIONS: "All Locations": Cottonwood, Pinon, Low Mountain
Wheatfields, Tsaile,
Rock Point, Lukachukai, Round Rock
Rough Rock, Many Farms, Valley Store
Chinle, Nazlini

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READING SKILL

	is able	not able	Total
1. Can recognize and use sight words.	180	130	310
2. Knows the alphabet including letter names and sounds.	208	102	310
3. Can read highway signs.	229	81	310
4. Can read signs on billboards.	162	148	310
5. Can recognize days of the week.	198	112	310
6. Can recognize months of the year.	200	110	310
7. Can read signs and prices in a store.	215	95	310
8. Can identify specific words in sentences.	148	162	310
9. Can make compound words by combining two small words.	119	191	310
10. Can make new words by adding s, ing, ed, and er to known words.	125	185	310
11. Can listen for and give sound of initial consonants.	103	207	310
12. Can recognize syllables in a word.	116	213	310
13. Knows the long and short vowel sounds.	94	216	310
14. Can read short stories.	108	202	310

WRITING

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	is able	is not able	Total
1. Can write his name.	295	16	311
2. Can write his address.	155	156	311
3. Can write days of the week.	145	166	311
4. Can write the months of the year.	148	163	311
5. Can write his census number.	248	63	311
6. Can write his social security number.	238	73	311
7. Can complete simple application forms.	147	164	311
8. Can write manuscript.	168	143	311
9. Can write cursive (approximately 3rd grade level.)	202	109	311
10. Can write words.	146	165	311
11. Can write sentences.	118	193	311
12. Can write letters.	118	193	311
13. Can write his address.	149	162	311
14. Can write names of the seasons.	125	186	311
15. Can write the alphabets.	217	94	311

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NUMBER AND NUMERATION

	is able	is not able	Total
1. Can count from 1-10.	241	69	310
2. Can match items with the numeral from 1-10.	241	69	310
3. Can compare sets up to 10.	241	69	310
4. Can write from 0-9.	226	84	310
5. Can count from 0-100.	215	95	310
6. Can count by 10's, 5's, 3's, and 4's.	136	174	310
7. Can count from 100-1000.	146	164	310
8. Can round numbers to nearest ten, hundred and thousand.	98	212	310

NUMBER OPERATIONS

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	is able	is not able	Total
1. Can add addition facts to sum of 10 and sum of 18.	222	88	310
2. Can do addition with two, three and four digit figures.	146	164	310
3. Can do column additions to six one digit addends and four, three and two digit problems.	139	171	310
4. Can do simple story problems such as: If a bag of pinon cost 40¢ a pound, how much will 4 bags of pinon cost?	128	182	310
5. Can do subtraction facts to sum of 10 and sum of 18.	202	108	310
6. Can do subtraction with two, three and four digit figures.	134	176	310
7. Can do column additions to six one digit addends and four, three, and two digit addends.	147	163	310
8. Can do simple story problems of this nature. Mr. Jones had 45 lambs and he sold 16, how many lambs does he still have?	131	179	310
9. Can multiply the multiplication facts through sets of five and nine.	133	177	310
10. Can multiply two, three and four digit numerals by one digit multiplier.	131	179	310
11. Can multiply two, three and four digit numerals by two, three and four digit multiplier.	117	193	310
12. Can do division with two, three and four digit dividend by one digit divisor.	119	191	310
13. Can do division with two, three and four digit dividend by two, three and four digit divisor with remainder.	110	200	310

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COUNTING MONEY

	is able	is not able	Total
1. Can recognize 1¢, 5¢, 10¢, 25¢, 50¢ in the money system.	304	6	310
2. Can equate the amount of money (as a dime to two nickels, half dollar equivalent to two quarters).	303	7	310
3. Can relate each dollars to cents.	286	24	310
4. Can count money to 50¢, $1, $5, and $10.	294	16	310
5. Can make change for various amount to $20.	248	62	310
6. Can write cents (such as 25¢).	128	182	310
7. Can read and write dollar and cents (such as $1.55).	230	80	310
8. Can read and write cents with the dollar sign and decimal point (such as $.58).	185	125	310
9. Can add and subtract up to 20 dollars, using dollar signs and decimal point.	161	149	310
10. Can multiply and divide 20 dallors, using dollar signs and decimal point.	147	163	310

COMMON FRACTION

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	is able	is not able	Total
1. Can divide a whole in halves, thirds, fourths, sixths and eights.	137	173	310
2. Can find fractional parts of a group.	134	176	310
3. Can compare simple fractions and understands equivalent fractions.	122	188	310
4. Can understand 2/2, 3/3, 4/4 as names for 1.	172	138	310
MEASUREMENTS			
1. Can use a ruler for measuring inches, feet and yard.	130	180	310
2. Can tell clock time and knows the time relationships - hour, day, weeks, months and year.	182	128	310
3. Can use pint, quart and gallon.	133	177	310
GRAPH AND SCALE DRAWINGS			
1. Can read and make simple bar graphs.	96	214	310
2. Can do simple scale drawing (as, an inch standing for a foot).	94	216	310

ATTITUDE

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	needs to improve	Yes	Total
1. Recognize the value of education.	29	281	310
2. Would be willing to continue education.	128	182	310
3. Have increased self confidence.	106	204	310
4. Increased respect in term of being Navajo.	29	281	310
5. Are encouraging their children to take advantage of formal education.	37	273	310
6. Recognize the value of political system on and off the reservation.	126	184	310
7. Are beginning to recognize the value of cooperative action.	82	228	310
8. Enthusiastic about subject matter.	82	228	310
9. Willing to assist other participants with subject matter.	62	248	310
10. Respect values of others.	23	287	310
11. Have a growing conviction of his ability to continue to improve himself educationally.	63	247	310
12. Recognize the value of adjusting to other culture for development.	63	247	310
13. Have registered to vote.	27	283	310

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SOCIAL CHANGES

	needs to improve	Yes	Total
1. Recognizes the value of his community and has determine ways to improve it.	56	254	310
2. Willing to communicate with each other and to take joint action to solve community problems.	128	182	310
3. Understand variety of federal, state and tribal program operations on the Reservation.	82	228	310
4. Some understanding of national and inter-national issues that are affecting their lives.	192	118	310
5. Able to define the kind of changes they are likely to encounter regarding their political, economic, social and educational environment.	122	188	310
6. Recognize the value of planning as it influences their personal and family life.	75	235	310

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ACHIEVEMENTS

1. In the classrooms, instructors have roughed-out and field-tested many useful teaching units that have enabled their participants to progress. These materials are all designed to meet the unique need of the participants. Among the materials prepared by instructors, these appeared to be the most useful:

ABC's of Handtools, the Navajo Clan System, Beading, Driver Education Manual, and Navajo Language.

Through observation and discussions with community people, participants and instructors, the following were prepared:

a. Citizenship Education for Navajo Adult - aims at motivating the participants to become active in the planning and decision-making involving their own destiny.

b. Adventure in Arithmetic - involves mathematical concepts different from those which are used by the Navajo people. These concepts are gradually transferred to the Anglo concepts of number, from there the participants begin to apply these concepts to everyday math problems such as figuring shopping lists, making installment payments on furniture and cars, marketing lambs, wool or cattle, etc. We had good results with the math units.

c. Manuscript Writing for Navajo Adults - is again in Navajo and all illustrations are Navajo. The participants first trace the letters with their fingers before they actually begin to write. In the field test, all the participants liked it.

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2. Since the Navajo Division of Education (NDOE) has been established, NCC-NABE have been working closely with the Division. For example, NDOE is assisting the NABE in negotiating with BIA for funds from the BIA Adult Education Program. There has been some difficulty in reaching an agreement with the BIA; however, in recent meetings with Ed Lentz of Washington, Office of BIA, significant progress was made and an agreement seemed likely in the near future.

   We coordinated our efforts with NDOE to sponsor an Adult Education teacher training workshop in Window Rock for Arizona Adult Education Association on October 13, 1972. We have been meeting with NDOE regularly to draw up an agenda which will be worth the workshop participants' time.

3. The Director of Navajo Adult Basic Education of NCC planned and created the development of Navajo Weathered wood (driftwood project) as a potential for an economic and authentic expression for the Navajo people. Some of the weathered wood items, such as coffee tables, floor lamps, benches, and others are displayed at the NABE building. Since the weathered wood project is new, NABE instructors and the participants are not yet fully involved.

4. NABE has been awarded approximately $40,000 as a supplement to the $199,979 proposal under Section 309, Adult Education, HEW, Office of Education. Two staff members of NABE attended the Right to Read conference in Denver, Colorado on June 22 and 23, 1972. They went there to prepare a budget and a program outlined

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for the Right to Read Program under the guidance of the Right to Read personnel from Washington, D.C. This program will supplement the regular NABE budget for fiscal year 1972-73.

5. We encouraged instructors to attend summer school, conferences and workshops relating to Minority Adult Education or more specifically,.Indian Adult Education to gain knowledge in methods and techniques of teaching and to understand the participants' history and culture.

In the summer of 1971, the NABE instructors attended these summer institutes:

Jimmy R. Begaye — TESOL Institute and Workshops in adult basic education for training experienced teachers to teach standard English to adults with an education equivalency of eight grade or less, July 19- August 6, 1971. University of Wisconsin, Milwaukee, Wisconsin.

Herbert Benally — "Training ABE teachers to be Curriculum Developers & Evaluators" July 26 - August 13, 1971, Research Foundation of State University of New York, Albany, New York.

Teddy Draper, Sr. — "Urban Adult Basic Education Special Teacher Training Institution," August 2-14, 1971. Pepperdine University, Los Angeles, California.

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John Y. Begaye James Ashike Nelson Charley Bobby Denny Wilson Gorman Ervin Wayne	"Adult Education Training Program for Teachers of American Indians." August 16 - 27, 1971. Oregon College of Education, Monmouth, Oregon.

In the summer of 1972, these instructors attended summer school:

Bobby Denny Jim F. Benally Howard K. Leonard Wilson C. Gorman Leroy Halwood Erwin Wayne Wilson Tsosie	Navajo Community College, Many Farms, Arizona. "Summer."
James Ashike	Northern Arizona University, Flagstaff Arizona, "Summer."

6. We have coordinated phases of our program with various agencies in the Chinle Agency. We worked together, seeking to understand the aim of each agency (welfare, etc.) so that we may coordinate our programs to bring about results sooner. We are an educational group reaching at one time, over 500 people in the various communities. NABE educational activities are broad; each of these

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other agencies specializes in a specific area. Thus, when we work together we provide the fundamentals and we invite the different agencies to reinforce or add to what we have already discussed with the participants. These service agencies lend their services to NABE classes as consultants & resource persons, and just plain interest and involvement.

We work with these agencies: (1) Tribal Job Development; (2) Tribal Welfare and Education; (3) Veterans Administrations; (4) Local Community Development Program; (5) Navajo Community College Community Services; and, (6) The Arizona Extension Service, etc.

7. The objectives and capabilities of the program are beginning to be understood by the community. The Chapter and community people we serve requested more hours of academic instruction but with still enough time for Arts and Crafts class.

It is a milestone in the Navajo Adult Basic Education that people who had long been neglected and trampled on by various agencies now make their desires known. This is the ultimate objective of NABE - to involve the participants in decision-making affecting their lives.

8. In the past three years, NABE has worked out curriculum and student recruit procedures that are effective in reaching and moving Navajo adults in the hitherto unreached category of grade-level-zero-to-grade-three. It is felt that NABE now has the staff and the expertise to expand its functions to include training

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additional staff people who will be working with Navajo adults who fit this category. It is felt that such a training program will produce two effects. First, there will be more trained people available for jobs in education and other service programs that deal with Navajo adults. And, secondly, the careful selection and training of staff will widen the appeal and deepen the effect of adult education on the reservation.

In the areas served by NABE, participation in ABE classes is strictly voluntary. Moreover, the students must come on their own time and at their own expense. Time, distance, and economic conditions on the reservation dictate that a potential student must have greater than average ambition and motivation even to begin attending ABE classes. And these conditions guarantee that students will not continue to participate if they feel that their classes are not benefiting them in immediate and specific ways.

These facts of life exist for any program that seeks to gain the voluntary participation of Navajo adults. Some programs have foundered right here on the rocks of irrevelancy. If an adult has trouble relating to the classroom situation or has trouble perceiving the relevancy of the curriculum, he withdraws. On the other hand, if they find these elements they stay and participate and grow. And the news spreads. More people want to get involved.

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Perhaps the best evidence that NABE has been able to solve these problems lies in two facts. During the past year, people outside the subagency areas served by the program have petitioned for the establishment of classrooms in their own areas. And in at least two places, students were traveling forty miles one way, at their own expense, to attend classes.

NABE is working a gradual reversal of the traditional pattern of ABE on the reservation. Instead of gradual attrition, ABE is experiencing gradual growth and greater acceptance each operating year. No one pretends that all the problems have been solved. But progress is being made.

9. On June 8, 9, 10 and 11, the NABE participants from all the 14 sites took an education field trip to Albuquerque, Ft. Sumner, Carlsbad Caverns, El Paso, Juarez (Mexico), Carrizozo and Santa Fe, New Mexico.

Sixty-two NABE participants went on the educational field trip. These were adults ranging in age from 16-70. It was for many the first time in their lives to get away from home for more than four days at that great a distance.

On this extended field trip, they had the opportunity to apply the skills and knowledge they gained in the classrooms over a period of years. While applying these acquired skills and knowledge, they came to the realization that while these tools were effective, they were not sufficient to meet all of their needs.

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This realization helped motivate the participants to acquire more skills and knowledge of the dominant society. They had a chance to visit Ft. Sumner, the site of the major events in the history of the Navajo Nation and to see a place each Navajo adult has heard about all of his life. This also made it possible to renew contact with and appreciation for those people of generations past whose lives and ideas helped to shape the world in which modern day Navajo lives.

There has always been an historical association between the Navajo and the Mexican people. Thus, there has always been a great deal of interest in the Mexican people and their life style. To get a glimpse of this life style, Juarez, Mexico was included in the education field trip. Though Juarez wasn't a typical example of the Mexican life style, it gave the participants an idea of the life style within the limited time allotted to the field trip. The participants expressed appreciation for this trip and they said they enjoyed every bit of it and learned much.

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EVALUATION

PREFACE

This report represents a self-evaluation of three broad sections of NCC-NABE operation: Implementation, Instructional Staff and Administration. The major portion of data was collected from April 1972, through June 1972.

The information from these catagories will highlight NABE strongpoints and problem areas which the program could immediately treat as worthy of prompt or delayed attention.

At the same time, it should be noted that the program is still in its experimental stages, and that the organization and planning changes at every critical point.

This evaluation report attempts to give a fairly accurate picture of NABE; at the same time providing for fluctuation and modification.

Three primary areas of the program were selected for examination. The first component was that of administration. This was included in the evaluation to insure that the administrative process was in effect carrying out the aims and purposes of the NABE program.

The second component considered in this self-evaluation involves the instructional staff, including its make-up, training, recruitment and involvement in the program.

The third component studied in this evaluation was implementation of program objective. This included objectives, materials, and modes of implementation.

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ADMINISTRATION EVALUATION

This part of the evaluation was included to ensure that the administrative process was in effect carrying out the intend of the program.

The following questions servied to direct the evaluation and will serve as the basis for much of the discussion:

1. Is the program closely supervised?
2. Is the teacher-training adequate for their needs?
3. Is the project objective understood and instruction planned, directed toward achieving those objectives?
4. Are the program objectives and instructions reviewed and examined periodically to ensure that the administrative processes are meeting the aims and purpose of the NABE program?
5. How are the personnel policies and procedures carried out?

The analysis of the accumulated data from the instructors', administrators' and participants' evaluations of the administration lead to the following findings.

1. A periodic evaluation of the project operation is made in terms of the staied objectives and instructions given by NABE Review Board, the Navajo Cultural Advisory Board and the Professional Advisory Board.

   Review Board:

   The Board concerns itself with the development of teaching materials and program growth. It is composed of program participants, program instructional and administrative staff, and representatives of Navajo Community College.

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The Review Board meets each month for the purpose of examining progress and direction mentioned above. It recommends, alters, reviews and modifies teaching materials. It assists the administrative staff in the preparation of materials and makes suggestions to maximize the material effectiveness. Also, it serves as an arm of the Cultural and Professional Advisory Boards to ensure program growth.

Navajo Cultural and Professional Advisory Boards:

The boards are called to meet once each quarter or more often if deemed necessary. They examine the program's overall direction, suggest altermatives, and provide direct assistance in terms of their area of knowledge, cultural and professional.

The meetings are structured so that a representative from each program component (participants, instructors, administrators) has the opportunity to express his concerns and receive direction

2. The project objectives are well defined and understood by the participants and instructors.

General Objectives:

1. To raise the educational and social level of Navajo adult students who are lacking the ability and are unable to read, write and speak the English Language.

2. To assist the Navajo adult students to take advantage of occupational and vocational training programs so they may have some job opportunities for more profitable employment in the future.

3. To assist Navajo adult students to be aware of the various service agencies on or near the Navajo reservation where they can receive direct assistance whether it is social, educational or economical.

4. To encourage the Navajo adult students to better meet their responsibilities as bicultural individuals and parents.

5. Recognizing the many barriers toward improved employment and economic progress, foremost of which is limited job opportunity, vital objectives of Adult Basic Education are the personal well-being and long life and happiness of each Navajo adult student.

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3. The instructional plans for the school year are directed toward achieving the program objectives.

Time Table - NABE Organized Class Activities:

August - September 1971	Workshop for NABE instructors a. Philosophy on Navajo life 1. Traditional 2. Moderate 3. Modern b. Teacher Training
September 1971	NABE exhibit for publicity, promotional and to disseminate information at Window Rock and Shiprock Fair.
November 1971	Social Service Fairs - We will anticipate these and other service agencies. a. Navajo Tribe, Public Services render in area of welfare. b. DNA c. Project HOPE - Child care and development d. Public Health Service e. ONEO various programs
November 29, 30 and December 1, 1971	A three (3) day workshop on the training and handling of horses. Conducted by Mr. Elmer Seybold of Mineral Wells, Texas, an internationally known authority on the breeding, training and handling of horses.
November 1971	Thanksgiving dinner and program sponsored by the NABE instructors and participants.
December 1971	a. Joint - Christmas Dinner for all NABE participants at NCC. b. One week work shop for instructors to evaluate progress and review projecti objectives.

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January 1972	a. The participants and NABE staff will sponsor and demonstrate Navajo winter games. b. NABE conference on livestock care. Many sheep owners begin to have lambs this time. The conference will emphasize a practical time for breeding and lambing and the marketing of wool. Consultants from institution will be summon for this occasion.
February 1972	A central arts & crafts exhibit and stories connected with these craft will be shown by each units. Legends and stories related to the crafts will be exchanged by each of the units.
March 1972	Health Conference The help of PHS and Tribal Health services will be anticipated. The most disease prevalant on the reservation will be discussed.
April 1972	Agriculture Workshop This is deemed essential because the participants do some farming during the months of May, June, July and August. Because of short growing season, only certain varieties of crops may mature within 90 to 120 days. Co[redacted]nts will be utilized.
May 1972	Education Program sponsored by the participants with the help of NABE instructors will be presented.
June 1972	Evaluation of instructors', and try to measure the participants progress.

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4. The program encourages careers, upgrading and improvements. It provides an opportunity for the instructors to attend workshops and summer school related to Indian and Minority Adult Education.

5. Of course, every program has weakness and problem areas that need correction. The project director, also a key college administrator, while giving NABE lots of support (such as helping in negotiating for funds from BIA Adult Education, Title I, ONEO, Right to Read and HEW, Division of Adult Education and giving oral guidance and direction to the total program) cannot give the program enough time, and suggests that he needs to give more time to NABE. The NABE supervisor and Acting Director, and the Instructional Materials Developer have strained to cover most of the program functions that demand more time than they can honestly give.

6. The program's in-service trainings, conducted every Friday of the school year, lacks the ingredients to teach the instructional staff the skills of a professional teacher.

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INSTRUCTORS EVALUATION

This section deals specifically with instructors make-up, training, and involvement. It must be kept in mind that some of the instructors are either para-professional or professional.

The following questions served to direct the evaluation and will serve as the basis for much of the discussion:

1. Does instruction center around what is realistic and relevant to the Navajo adult situation?
2. Are the instructors utilizing a variety of methods and techniques in teaching?
3. Do the instructors understand the participants' lifestyles?
4. Do the instructors communicate with the participants?

Drawing from the data accumulated from the teachers' self-evaluations, administrators' evaluation of the instructors, and the participants' evaluation of the instructors, these strengths and weaknesses were found:

1. The instructors are dedicated to the program goals and philosophy. They are willing to travel 100 miles a day through mud, snow, or ungraded dirt roads to conduct classes.
2. The participants like the instructors and what they are teaching.
3. The instructors expressed a regret for not keeping up-to-date on current trends and developments in Indian Education,

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but the program allows them an opportunity to participate in Indian Adult Education workshops held in the state and out of state during the school year and the summer months.

4. The instructors showed weakness in lesson preparation, organization, presentation and mastery of subject in individual areas. The NABE instructors are not conventially certified teachers, but they are supervised by a certified instructor. Because of the broadness and nature of the instruction in NABE the instructor often struggles to teach some subject matters. Instruction in NABE program is like instruction in an elementary school. One teacher teaches many subjects. To-compound the broad areas of subjects they teach, they also have to deal with mature, intelligent and inquisitive minds.

5. The instructors showed weakness in utilizing illustrative materials and audio visual equipment. They know how to operate all the audio visual equipment in NABE; audio vidual equipment such as an overhead projector, slide projectors, 16mm film projector and a mounting machine are available at the office. It may be that lack of and poor facilities (electricity mainly) at the center discourages them from using them.

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implementation. The focal point here was the comparison of goal and objectives with the actual program in operation.

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EVALUATION OF IMPLEMENTATION

The objectives, materials, and modes of implementation were studied to see if they were in accordance with the program objectives and philosophy.

The following questions were used to direct the evaluation and will serve as the basis for much of the discussion:

1. Is instruction related to the Navajo life style?
2. Are curriculum materials being developed to reflect the Navajo life style?
3. Does the instructional program for the year aim at achieving the project objectives?

Drawing from the comments of the administrators, instructors, and the participants on how well the program is implementing the program objectives, the following conclusions were made:

1. Because of the poor facilities and accessibility of the project site, many potential participants are sometimes prevented from attending any classes. Classes are conducted in hogans, chapel, houses, chapter houses and BIA school compounds. Some of these classrooms lack running water, electricity and they are warmed by wood stoves. Participants attending class come from a radius of 25 miles from the class sites.

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2. NABE recruits and publicizes its program on home visitations and community gathering such as chapter meetings. In spite of all this recruitment there are still people in some communities that are not informed of the program's intentions and operation.

3. The instructional program's schedule for the school year is available to the instructors and participants.

4. The NABE program encourages the teaching of Navajo culture, language and history. Instructors conduct classes in Navajo culture, language and history. They use prominent Navajo traditional leaders to discuss and sometime demonstrate various phases of Navajo culture, language and history. It is the understanding of the program that a sense of worth and pride, dignity, and self-concept are foundational to success in any educational endeavor.

5. The program involves the participants in all phases of the programs' operation and instructions. The Reviewing Board, representing the students from all the participating communities, discusses and examines the instructional materials being developed or needing to be developed. The Board also functions to provide assistance in directing and guiding the program operations.

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6, An NABE instructor, in summarizing the program's implementation, put it this way:

"Since I started working for NABE, I really didn't know the importance of trying to teach the non-English speaking Navajo adults the Anglo life style, language, customs, expectations and norms. Over a period of time, I realized that NABE is preparing individuals to participate meaningfully in an Anglo society. Many misunderstandings, due to lack of information about the Anglo way of doing things, that have manifest themselves in some participants causing them to take a submissive role to any Anglo, are beginning to change. For example, I have seen many of the participants making their wishes and desires known to the reservation Anglo traders. So I believe in the program's intentions and philosophy."

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RECOMMENDATIONS

1. It was felt from the beginning of the NABE program that instructors had to have broad knowledge of methods and techniques in teaching; thus, the instructors were encouraged to attend summer school and workshops related to teaching in general and to adult education; moreover, knowledge of the participants' history and culture was found to be essential. It was upon this understanding that participants' interest, faith and respect were obtained. An education leave for the instructors will not only benefit the instructors, it will also benefit the program as a whole. The personnel will be up to date on current theories and trends in education.

2. All instructors should become acquainted with the project objectives, instructional materials and the whole operation of the program. This should be done so that the instructor can always keep the goal in mind and work toward it. He should be familiar with the use of instructional materials so that the teaching of the subject will continue sequentially toward the objective. He should be aware of the total operation so that he can talk about the program at chapter meetings, on home visitations and to anyone interested.

3. One of the greatest needs at this time is to establish a teacher training program within NABE. Our research has shown that the types of teachers who can win the respect and encourage effective student participation are almost never conventionally qualified,

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certified teachers; moreover, the things taught in most college teacher education courses do not prepare a teacher to work in an NABE program.

What NABE has learned could be passed on in a training program to many people who would not have to be only future teachers for NABE. The college could offer workshops and conferences that would reach most of the people on the reservation who are working with the same target population that NABE is working with.

This would greatly speed up the job of helping these people realize some of the benefits that living in the 20th century America can bring.

The demonstration project has proven its ability to reach, interest, and involve the members of the target population in education. The project has been well supported by other agencies and especially by the local chapters. Now that curriculum and staffing problems have been partially solved and an interest in education has been created in the community, the program must not be allowed to collapse.

This is especially true now that other groups, outside the Chinle Agency, are asking NCC-NABE to establish classrooms for them. Navajo Division of Education has pledged its support to help this expansion along. They require only that the local

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groups who want classrooms make their wishes known. NDOE will then back NABE in its search for funding and in its attempts to expand.

At the same time we need the support of all agencies concerned in helping adults to back NABE in its search for continuing funding. It is hoped that Bureau of Indian Affairs funds will be routed to the college to help in this.

Some participants travel about 50 miles to attend Adult Education classes and we have received requests for Adult Basic Education programs from numerous communities which we are unable to assist with our present funding. In order to provide ABE in these areas we need to establish more ABE sites which clearly spells more funds.

We need support in seeking additional funds from private sources as well as governmental funds from such agencies as BIA, State education departments, etc. The Arizona State Department of Adult Basic Education assisted the program in seeking a grant. We still need to establish a closer relationship with the state department on utilizing a common resource.

We also need to establish a positive relationship with the Bureau of Indian Affairs Adult Education program in providing a program most suitable for the participants and providing funds to continue a program to which the people are responsive.

We need to work together to help the Navajo people. It may have been a Navajo who said there is strength in unity.

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5. The NABE Review Board representing the Chinle Agency Adult Basic Education participants has requested again and again that permanent facilities be established for the ABE participants. We have conducted classes in hogans, chapels, chapter houses and BIA school compounds. In many of these locations we have been treated like a step-child of the Agency owning the facilities. Sensing this, the participants have been uneasy about attendance and really beginning any project. They requested permanent facilities so that they may set up projects without the fear that they may be asked to move to another location or that someone else will use the facilities after they are through. Another thing, some sites are so small that with only ten participants the place becomes crowded, and some sites are warmed only by wood stoves and are cold in the winter. The Review Board requests that, since the program is really benefiting the people and communities are accepting it, this program grow and be established with permanent facilities and as a continuing program for the illiterate Navajo adults.

6. The Review Board proved very useful and should be continued. It fulfills the function it was set up to handle. It has provided detailed examinations of the development of teaching materials and provided evaluations of the program's progress and success. It has provided the program with concrete and sound advice and directions for growth. It served as an arm of the cultural and professional advisory board to insure program growth.

Organization Chart 1971 - 72

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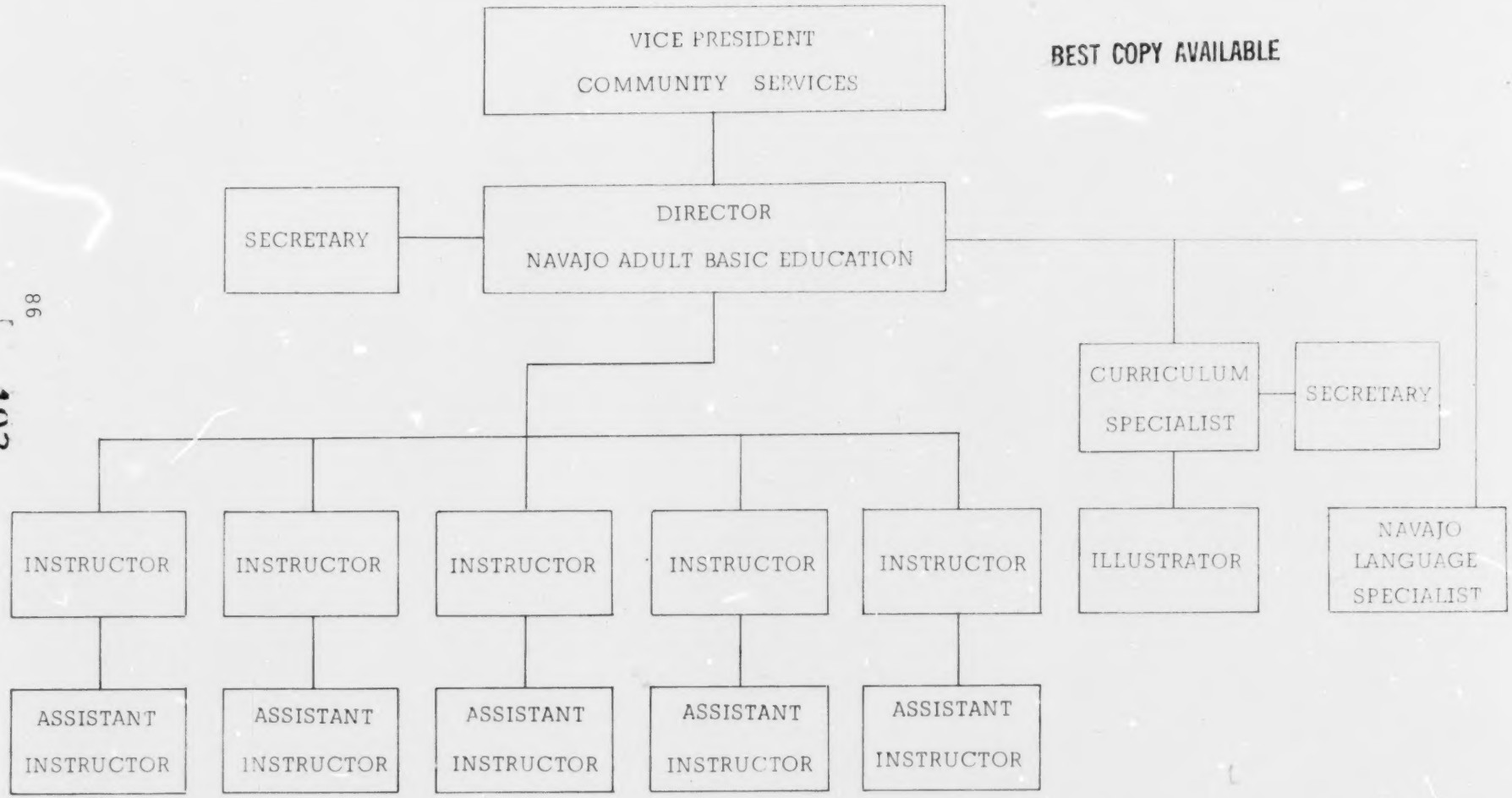

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NAVAJO ADULT BASIC EDUCATION STAFF 1971-72

By June 30, 1972

NAMES	POSITION	LOCATION
Thomas E. Atcitty	President NCC	Many Farms, Arizona
John Y. Begaye	Director NABE	Many Farms, Arizona
Herbert Benally	Instructional Material Developer	Many Farms, Arizona
Delores Atene	Secretary	Many Farms, Arizona
Bessie Shorthair	Clerk-Steno	Many Farms, Arizona
Milton Denny	Illustrator	Many Farms, Arizona
Alice Neundorf	Navajo Language Specialist	Many Farms, Arizona
James Ashike	Instructor	Cottonwood, Pinon & Low Mt.
Nelson Charley	Assistant Instructor	Cottonwood, Pinon & Low Mt.
Bobby Denny	Instructor	Rock Point, Round Rock & Lukachukai
Jim F. Benally	Assistant Instructor	Rock Point, Round Rock & Lukachukai
Wilson Gorman	Instructor	Wheatfields, Tsaile
Howard Leonard	Assistant Instructor	Wheatfields, Tsaile
Chester H. Kay	Instructor	Chinle, Nazlini
Leroy Halwood	Assistant Instructor	Chinle, Nazlini
Ervin Wayne	Instructor	Many Farms, Rough Rock & Valley Store
Wilson Tsosie	Assistant Instructor	Many Farms, Rough Rock & Valley Store

The above listed NABE personnel are bi-lingual Navajo instructors and office staff. The primary goal is to develop an workable rapport with non-English speaking Navajo people so that learning activities may be established

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at each NABE centers. In order to accomplish all or part of the objectives of the project each staff members must be able to understand the Navajo language, culture, and Navajo ceremonial activities. Also the Instructors are fully aware of the existing situations, such as lack of all-weather roads or highways to most of the NABE sites and transportation of the participants, because of the remote geographical area of the reservation.

Regardless of the above listed operational difficulties of NABE, the staff has developed more realistic educational programs to serve the Navajo adults.

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People that resigned from the NABE:

Alice Neundorf - Accepted a job position with State of New Mexico Department of Public Instruction, Santa Fe, New Mexico.

Keith L. Begay - Accepted a position with the BIA in Many Farms, Arizona.

Teddy Draper, Sr. - Transfer to another department of NCC Instructional staff.

Nathan Silversmith - Elected to a political position with the Navajo Tribe.

Jimmie R. Begaye - personal reason.

Irene Tso - personal reason.

Charles Salabye - personal reason.

Danny Johns - personal reason.

Chester H. Kay - Went back to school to continue his education.

Robert Shorty - Went back to school to continue his education.

Leo L. Yazzie - Went back to school to continue his education.

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Personal Problems

During the operation of the NABE educational activities the project experienced some personal problems why some of these problems the project has a highly staff-turn over are as follows:

1. The "short-term" (12 months) special demonstration project funding.
2. Lack of understanding of the culture.
3. Poor road conditions where a vehicle could not with stand the operational and maintenance of the equipment.
4. The distance between NABE centers is too great to travel.

Regardless of the listed problems above the industrious and capable NABE staff are reaching the Navajo ABE participants.

JOB DESCRIPTIONS

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DIRECTOR

(a) Responsibilities

Under the President of the College, the incumbent performs work within the framework established by policies and procedures of the College as prescribed by the Board of Regents and ABE program objectives. Overall responsibility for direction of the ABE project and liaison with the funding agency.

Duties

1. As the staff executive, the incumbent is responsible for implementing the Adult Basic Education program designed to demonstrate a sense of identity.
2. Is actively responsible for planning, developing, coordinating and evaluating the Adult Education program throughout the Chinle agency. In carrying out this responsibilities, he develops and formulates the program policies and procedures for dissemination to field facilities, continually analyzes established policies, procedures and program objectives and recommends modifications or improvements deemed appropriate.

   Makes periodic field visits to keep informed of conditions in the field, to ascertian program accomplishments, and to discuss special matters which arise.

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4. Is responsible for soliciting and coordinating the assistance of other potential organizations and agencies in improving the total Adult Basic Education program, e.g., educational institutions, the federal, state & county agencies, tribal leadership, public schools, churches, civic and service clubs, and the like.

5. Maintains liaison with the Adult Basic Education Advisory Board to enlist their contribution so as to obtain the maximum program objectives. Performs other duties as assigned by the College President and the Board of Regents.

6. Supervises and directs the work of the Adult Basic Education Project Supervisor.

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PROJECT SUPERVISOR

(a) Responsibilities

Under the general supervision of the Project Director, the incumbent performs work within the framework of established policies and procedures of the College by the Board of Regents, and the program objectives. Technical advice and assistance is received from College staff, professional publications, pertinent adult education, workshops and reports thereof, seminars and other instructional materials.

Duties

1. As a staff supervisor, incumbent is responsible for planning, developing and coordinating efforts toward the development of continued motivation and interest in Adult Basic Education.
2. Create and enhance creative capacities of the instructors to improvise, innovate, and substitute materials in the classrooms through regular meetings with instructors.
3. Will plan and prepare relevant training programs for instructors.
4. Incumbent is cognizant of and will adhere to peculiar needs of the Navajo participants through direct contact and communication.
5. Incumbent will be fluent in the Navajo language.
6. He will be innovative and creative so as to maximize the objectives of the Adult Basic Education project.
7. Incumbent will direct the activities of the Instructional Materials Developer, tne instructors and the office clerical personnel.

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8. He will assist the Project Director in establishing and maintaining proper relationships with participating communities.

9. He will represent the Project Director in his absence, and any other assignments so directed of the Director, the College President and/or the Board of Regents.

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INSTRUCTIONAL MATERIALS DEVELOPER

(a) Responsibilities

Incumbent is directly responsible to the Project Supervisor. Basic overall task is to develop materials suitable for instructional purposes in Adult Basic Education for the non-English speaking Navajos. Materials are to be designed to raise the level of education of the non-literate Navajos in order to make them less dependent upon others, as well as to improve his ability to benefit from occupational or vocational training.

(b) Duties

1. Knowledgeable in Navajo History, culture and language.
2. Experienced in dealing with multi-media.
3. Experienced in dealing with publishers and printers.
4. Able to meet with Navajo leaders and discuss project objectives.
5. Coordinates information given by Navajo people into a program realistic with the aspiration of the Navajos.
6. Compiles the various media, methodology and techniques involved in the instructional program.
7. Works closely with Professional Advisory Board and local community Advisory Board.
8. Works closely with the instructors and illustrator.

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NAVAJO LANGUAGE SPECIALIST

(a) Responsibilities

Incumbent is directly responsible to the Project Supervisor, Basic task is to develop materials for instructional purposes to determine whether literacy in Navajo language is related to literacy in English language.

(b) Specific Duties

1. Knowledgeable to speak, write, read the Navajo Language fluently.
2. Knowledgeable in Navajo history and culture.
3. A knowledge of literacy education.
4. Experienced in working with Navajo adults.
5. Ability to identify, interpret, and analyze the needs of the learner and suggest methods and means of meeting those needs.
6. Must have respect for the learner's differences and the ability to provide experience which may build the learner's respect for himself.
7. Able to meet with Navajo leaders to discuss Navajo language project.
8. Works closely with the instructors, illustrators and Materials Developer.
9. Complies the various media, methodology and techniques involved in the Navajo instructional program.
10. Ability to be innovative and creative to maximize the Navajo language project objectives.
11. Will perform other duties as assigned.

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ILLUSTRATOR

(a) Responsibilities

Incumbent will perform his work under the direction of the Instructional Materials Developer in compliance with the provisions contained in the project proposal in complimenting instructional materials through illustrations.

(b) Duties

1. Incumbent will have thorough knowledge and understanding of Navajo culture, history and religion.
2. Works closely with the ABE instructors in providing illustrations beneficial to Instructional Materials Developer.
3. Will perform work designed to promote the ABE project and from time to time the overall College activities.
4. Will perform other tasks assigned by Instructional Materials Developer and Project Director.

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INSTRUCTORS

(a) Responsibilities

The instructors will direct experiences and activities designed to promote learning of the English language by non-English speaking Navajo adults. They will stress speaking, reading and writing of English coupled with an emphasis on Navajo culture and history. The actions of the instructors will accent the dignity and worth of the learner and will seek to provide situations designed to build positive self-concepts for the learner. Specifically, the instructors will create learning situations compatable with the major goal of raising the educational level of the adult Navajo so that he is less dependent upon others, able to participate in occupational or vocational training and better able to meet adult responsibilities.

(b) Duties

1. Fluent speaking ability in the Navajo and English language.
2. An in-depth knowledge of Navajo culture, religion and history.
3. A knowledge of literacy education.
4. Experienced in working with the Navajo adults.
5. Able to identify, interpret, and analyze the needs of the learner and suggest methods and means of meeting those needs.
6. Must have respect for the learner's differences and the ability to provide experiences which will build the learner's respect for himself.

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INSTRUCTIONAL ASSISTANTS

(a) Responsibilities

Incumbent will perform under the direction of the ABE Instructor in maximizing the instructional efforts as prescribed in the program.

(b) Duties

1. Incumbent will perform tutorial function for the instructor.
2. Will have some knowledge and appreciation for Navajo culture, history and religion.
3. Will render assistance in administering audiovisual techniques in classrooms.
4. Will insure readiness of classroom well in advance.
5. Incumbent will be required to make supply run to the ABE office.
6. Incumbent will be bi-lingual.
7. Will perform any other duties deemed necessary by the ABE instructors.

SECRETARY

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(a) Responsibilities

Under the supervision of the Director, Adult Basic Education, will perform stenographic and clerical office managerical tasks so as to insure the efficiency of the Navajo Adult Basic Education office.

(b) Duties

1. Incumbent will have general overall knowledge of the Navajo Adult Basic Education.
2. Incumbent will possess typing and shorthand efficiency.
3. Will be bi-lingual.
4. Will have knowledge and deep respect for Navajo culture, history and religion.
5. Will program and maintain the Navajo Adult Basic Education filing system.
6. Will maintain surveillance of pertinent information and records.
7. Incumbent will enforce proper office procedures.
8. Will perform other duties assisgned.

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CLERK-STENOGRAPHER

(a) Responsibilities

Under the supervision of the Instructional Materials Developer will perform clerical duties necessary to expedite required paperwork of administration of the Instructional Materials Developer.

(b) Duties

1. Incumbent will possess understanding knowledge of the ABE project.
2. Will have sufficient typing skills to maintain satisfactory flow of paperwork.
3. Will insure that files are maintained in an orderly manner.
4. Make proper distribution of all paperwork.
5. Will assist the Secretary in carrying out the office functions in a businesslike manner.
6. Will control the office mail.
7. Will perform other duties assisgned.

Organization Chart July 1972

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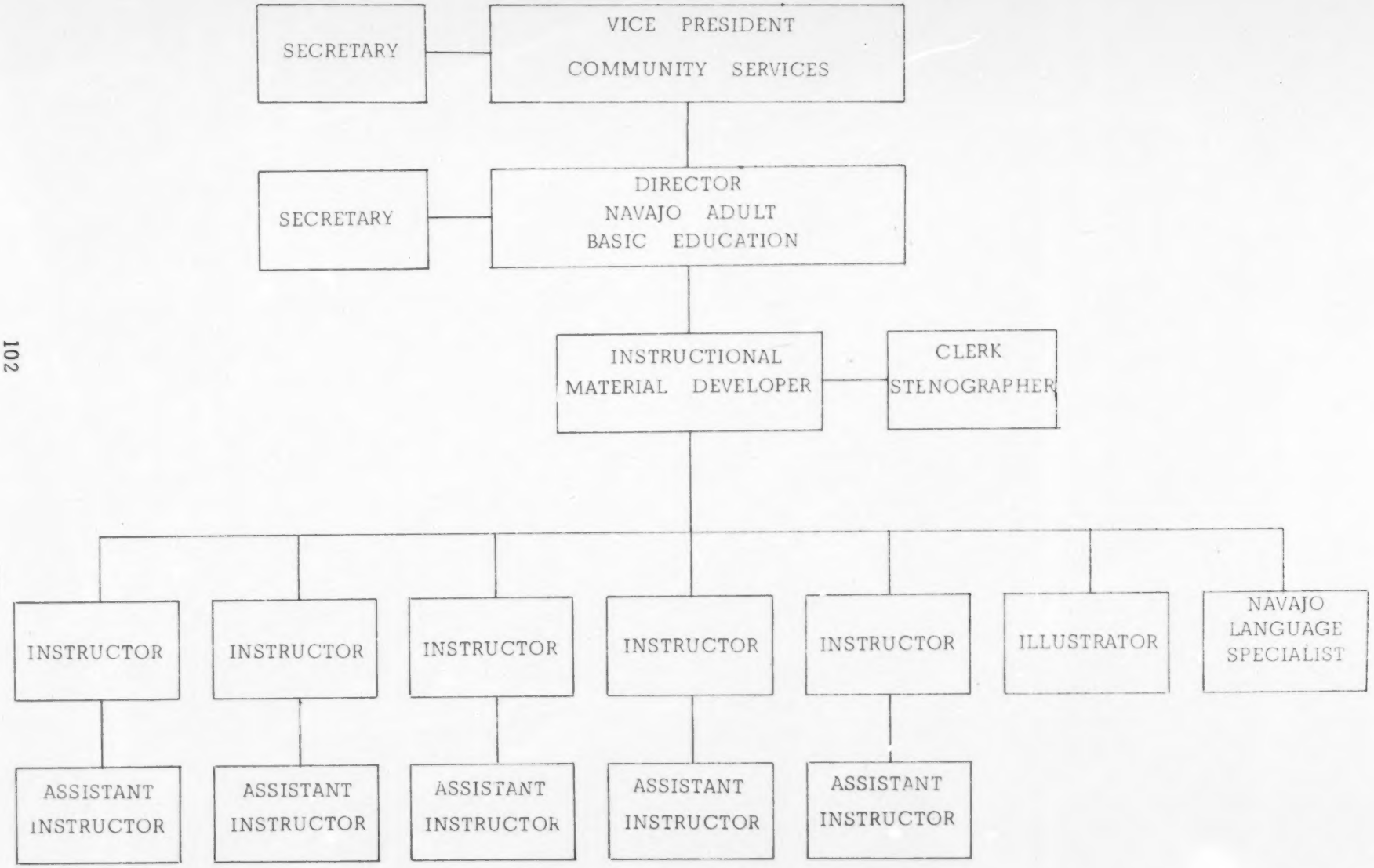

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OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0787

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
PROPOSAL BUDGET SUMMARY

DATE PREPARED: June 12, 1972

FISCAL YEAR: July 1, 1972 - June 30, 1973

NAME OF APPLICANT ORGANIZATION	ADDRESS (Street, city, county, State, ZIP code)
NAVAJO COMMUNITY COLLEGE	Many Farms Apache County Chinle, Arizona 86503

A. DIRECT COSTS			
1. PERSONNEL SALARIES			
A. PROJECT DIRECTOR $18000/An $\frac{1}{2}$ of 12 Mos.	$ 9,000.00		
B. OTHER KEY PERSONNEL, IF ANY Supervisor	14,000.00		
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. Full Time : No. part time)	90,510.00		
D. CONSULTANTS (No.)	3,750.00		
E. SECRETARIAL AND CLERICAL (No. 2)	12,000.00		
F. OTHER SUPPORTING STAFF eval. (No.)	4,800.00		
G. SUBTOTAL FOR PERSONNEL SALARIES		$ 134,060.00	
2. OTHER DIRECT OPERATING COSTS			
A. EMPLOYMENT SERVICES AND BENEFITS	$ 13,406.00		
B. TRAVEL	18,300.00		
C. REQUIRED FEES, IF ANY	-0-		
D. COMMUNICATIONS COSTS (telephone, postage fees, etc.)	1,300.00		
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS	8,000.00		
F. EQUIPMENT (Rentals and purchases)	500.00		
G. RENTAL OF SPACE	5,200.00		
H. MINOR REMODELING OF SPACE	1,000.00		
I. UTILITIES AND CUSTODIAL SERVICES (If not included in any other item of this section and/or in indirect costs)	3,400.00		
J. SUBTOTAL – OTHER DIRECT OPERATING COSTS		$ 51,106.00	
3. TOTAL DIRECT COSTS (Sum of Lines 1G and 2J)			$185,166.00
B. COST SHARING			
1. CONTRIBUTIONS OF GRANTEE		$ -0-	
2. CONTRIBUTIONS FROM OTHER SOURCES		-0-	
3. TOTAL COST SHARING		-0-	-0-
C. TOTAL FEDERAL DIRECT COSTS (Line A3 minus Line B3)			-0-
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)			$14,813.00
E. TOTAL FEDERAL FUNDS REQUESTED 1/ (Line C plus Line D)			$199,979.00

1/ The cost of each component of the amount requested for each of the line items should be itemized or fully explained in the Budget Explanation Section of the proposal.

OE FORM 3121-2, 12/70 REPLACES OE FORM 3121-2, 3/70, WHICH MAY BE USED

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Budget Explanation Section

A. DIRECT COSTS

1. Personnel Salaries:

a.	Project Director @ $18,000 per annum - ½ of 12 mos.	9,000
b.	Project Supervisor @ $14,000 per annum	14,000
c.	Professional Staff	
	Five Instructional Staff @ $9,450 per annum	47,250
	Five Instructional Assistants @ $6,695 per annum	33,475
	One Navajo Language Specialist @ $9,785 per annum	9,785
		113,510
d.	Consultant Service	
	Navajo resource people who provide data necessary for the development of instructional materials and as guest lecturers for culturally significant events.	2,000
	Specialist in adult education and self-concept theory.	1,000
	Navajo Specialist in Indian Education.	750
		3,750
e.	Secretarial and Clerical:	
	1 secretary @ $6,500 per annum	6,500
	1 clerk stenographer @ $5,500 per annum	5,500
		12,000

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f.	Other Supporting Staff:		
	Navajo Evaluator @ $4,800 per annum	4,800	
			4,800
g.	Sub-total for Personnel.....		$134,060
2.	Other Direct Operational Costs		
a.	Employment Services & Benefits 10% of Personnel Salaries, taxes heath and life insurance program.	13,406	
b.	Travel:		
	Adult Education leaders, instructors & staff travel to and from centers and related ABE agencies at @ 10¢ a mile	8,800	
	Navajo resource people.	500	
	Mileage for Professional consultants.	1,000	
	Adult participants travel for each site.	5,000	
	Adult participants travel on planned field trips, twice during the year, approximately 250 participants.	3,000	
			18,300
c.	Required fee if any.	-0-	
d.	Communication costs:		
	Telephone expenses for 12 months.	800	
	Postage	500	
			1,300
e.	Supples, Printing and Printed Materials		
	Films, audio tapes, art supplies, professionals textbooks, participants' school supplies photographic supplies and the enlargements of prints.	5,000	
	Professional publishers off-set & mimeograph work	2,000	

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	General office operational supplies	1,000	
			8,000
f.	Equipment (rentals & purchases)	500	
			500
g.	Rental of Space:		
	10 Chapter houses rental @ $30 a month for 10 mos.	2,000	
	3 Community rental @ $20 a month for 10 mos.	600	
	NABE office rental and conference space @ $216.67 per mo. for 12 mos.	2,600	
			5,200
h.	Minor Remodeling of Space		
	Running water, electricity, gas heater, sewage lines to NABE classroom sites.	1,000	
			1,000
i.	Utilities & Custodial Services		
	$300 a month for gas, electric & water utilities for the Office and NABE classrooms for 12 months.	3,400	
			3,400
j.	Subtotal - Other Direct Operating Costs.....		$ 51,106
3.	Total Direct Cost (sum of lines 1 g & 2 j)		$ 185,166

COST SHARING:

1.	Contributions of Grantee	-0-
2.	Contributions from other sources	-0-
3.	Total Cost Sharing	-0-

TOTAL FEDERAL DIRECT COSTS: (line A3 minus B3) $ 185,166

INDIRECT COSTS (not to exceed 8% of total federal direct costs, line C) 14,813

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E. TOTAL FEDERAL FUNDS REQUESTED
(Line C plus line D)..... $ 199,979

*see the attached - in-kind Cost Sharing

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In-kind Cost Sharing

Development of project - securing Tribal and chapter agreements, working out educational programs, etc. Navajo Community College will also provide services to the adult participants during their on-campus visitations. Most of the room and board expenses will be carried by the College. Other facilities of the College, particularly the Learning Center facilities and equipment will be placed at the disposal of the experimental project in adult basic education for the Navajo. College faculty members will assist and participate in training and workshops for the ABE Staff.

NOTIFICATION OF GRANT AWARD

(Single Signature)

6-27972 (14) 008246

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code)

Navajo Community College
Many Farms, Arizona 86503

2. GRANT NUMBER
OEG-0-71-4466(324)

3. PROJECT NUMBER
V224095

4. AMOUNT
$199,979.00

5. PERIOD OF GRANT (Month, Day, Year)
FROM: EXTENDED
THROUGH: 6/29/73

6. MAKE CHECKS PAYABLE TO:

SAME AS ABOVE

7. GRANT AWARD IS (Check one)
A. ☐ NEW B. ☒ REVISED #2

8. PROPOSAL TITLE

Experimental Demonstration Project in Adult Basic Education

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

A. In accordance with Grantee's proposal and revised budget dated 6/12/72, incorporated herein by reference.

B. Policies and Procedures for the Preparation of Proposals and Operations of Projects under Title III, Section 309 of the Adult Education Act, Public Law 91-230, dated September 1971, previously furnished and incorporated herein by reference.

C. Grant Terms and Conditions (OE Form 5241, 1/72), attached, are effective with this revision.

D. Performance period of project is extended to 6/29/73.

E. Federal Funding

Prior Periods	$240,000.00
This Period	$199,979.00
Accumulative	$439,979.00

F. This revision covers the second/third budget period of a project. The Grantee has authority to expend funds, not to exceed $_____, awarded for activities of the first/second budget period and not expended as of _____. The amount authorized to be expended in the period 6/30/72 6/29/73 is $199,979.00. The unexpended $ - 0 - awarded for activities of the first/second budget period must be expended before funds from this revision can be expended.

10. GRANT AUTHORITY

P. L. 91-230, Sec. 309(b)

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

OTIS ROBERTS

12. DATE

JUN 23 1972

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

Otis Roberts

OE FORM 5232, 12/69 REPLACES OE FORM 5232, 11/68, WHICH IS OBSOLETE

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0788

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
FINAL EXPENDITURE REPORT

CONTRACTOR OR GRANTEE (Name and address)
Navajo Community College
Many Farms Rural Post Office
Many Farms, Arizona 86503

U.S. OE CONTRACT OR GRANT NUMBER
OEG-O-71-4466 (324)

FISCAL YEAR OF AWARD: 1971
PHASE: 2

PERIOD OF CONTRACT OR GRANT
From 7/1/71 To 6/30/72

INSTRUCTIONS: An original and three signed copies are to be submitted within sixty days following termination of the project.

MAIL TO:
Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Adult, Vocational, and Technical Education
Washington, D.C. 20202

PART I – EXPENDITURES	AMOUNT BUDGETED (a)	ACTUAL EXPENDITURES (b)	BALANCE (Col a minus Col b) (c)
A. DIRECT COSTS – ALL SOURCES			
1. PERSONNEL SALARIES	$ 148,744.00		
A. PROJECT DIRECTOR		$	
B. OTHER KEY PERSONNEL, IF ANY		24,079.32	
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. Full Time 13 ; No. Part Time 2)			
D. CONSULTANTS (No. 2)		10,405.24	
E. SECRETARIAL AND CLERICAL (No. 2)		10,906.31	
F. OTHER SUPPORTING STAFF (No. 13)		116,844.53	
G. SUBTOTAL FOR PERSONNEL SALARIES	$ 148,744.00	$ 162,235.40	$ (13,491.40)
2. OTHER DIRECT OPERATING COSTS			
A. TRAVEL	$ 25,288.00	$ 32,511.78	$ (7,223.78)
B. EQUIPMENT (Rentals and purchases)	2,550.00	12,470.42	(9,920.42)
C. MINOR REMODELING OF SPACE			
D. OTHER EXPENSES (SUM OF (1) THROUGH (6))	45,658.00	40,765.55	4,892.45
(1) REQUIRED FEES, IF ANY		(3,314.58)	
(2) EMPLOYMENT SERVICES AND BENEFITS		(8,626.18)	
(3) COMMUNICATION COSTS		(2,114.05)	
(4) SUPPLIES, PRINTING, AND PRINTED MATERIALS		(20,646.37)	
(5) RENTAL OF SPACE		(5,131.50)	
(6) UTILITIES AND CUSTODIAL SERVICES (If not included in any other item of this section and/or in indirect costs)		(932.87)	
E. SUBTOTAL – OTHER DIRECT OPERATING COSTS	$ 73,496.00	$ 85,747.75	$ (16,251.75)
3. TOTAL DIRECT COSTS (Sum of Lines 1G and 2 E)	$ 222,240.00	$ 247,983.15	$ (25,743.15)
B. COST SHARING			
1. CONTRIBUTIONS OF GRANTEE	$	$	$
2. CONTRIBUTIONS FROM OTHER SOURCES			
3. TOTAL COST SHARING	$	$	$
C. TOTAL FEDERAL DIRECT COSTS (Line A3 minus line B3)	$	$	$
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)	17,760.00	13,323.10	4,436.90
E. TOTAL FEDERAL FUNDS EXPENDED (Line C plus Line D)	$ 240,000.00	$ 261,306.25	$ (21,306.25)

PART II – CASH SUMMARY	
A. TOTAL AMOUNT OF GRANT	$ 240,000.00
B. TOTAL FEDERAL GRANT FUNDS EXPENDED (Same as Part I, Line E, column b)	261,306.25
C. TOTAL GRANT FUNDS RECEIVED FROM FEDERAL GOVERNMENT	240,000.00
D. BALANCE DUE CONTRACTOR OR GRANTEE AGENCY (OR REFUND DUE FEDERAL GOVERNMENT)	$ (21,306.25)

I CERTIFY THAT ALL OF THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST OF MY KNOWLEDGE

SIGNATURE OF PROJECT DIRECTOR	DATE	SIGNATURE OF FISCAL OFFICER AUTHORIZED TO REPRESENT GRANTEE AGENCY	DATE
John N. Begaye	1/10/73	Gilbert Belone	1/10/73

OE FORM 3121-4, 9 71 REPLACES OE FORM 3121-4, 12'70, WHICH IS OBSOLETE

OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESTIMATED REQUIREMENTS AND REPORT OF DISBURSEMENT OF FEDERAL CASH

1. REPORT PERIOD ENDING: October 31, 1972
2. CONTRACT OR GRANT NUMBER: OEG-0-71-4466 (324)

NOTE: Read instructions on reverse before completing this form.
Submit in duplicate to the address shown in the contract or grant.

3. NAME OF PROGRAM *(as it appears on the U.S. Office of Education contract or grant award document)*: Navajo Adult Basic Education

4A. NAME OF CONTRACTOR OR GRANTEE	4B. ADDRESS OF CONTRACTOR OR GRANTEE
Navajo Community College Many Farms Rural Post Office Chinle, Arizona 86503	Navajo Community College Many Farms Rural Post Office Chinle, Arizona 86503

ESTIMATED CASH REQUIREMENTS		REPORT OF DISBURSEMENTS	
5. DATE ESTIMATED CASH IS NEEDED *(month and day)*	6. ESTIMATED AMOUNT REQUIRED	DISBURSEMENT ITEMS	AMOUNT OF DISBURSEMENTS
October 31, 1972	$ 179,981.10	7. DISBURSEMENTS OF FEDERAL CASH PREVIOUSLY REPORTED	$
		8. DISBURSEMENTS OF FEDERAL CASH CURRENT PERIOD	$
		9. FEDERAL CASH ON HAND AT END OF CURRENT PERIOD	$
TOTAL	$ 179,981.10	10. FEDERAL CASH ACCOUNTED FOR TOTAL	$

11. REMARKS

The above represents balance due on the above grant which expires June 30, 1973. This is the first report under this grant and as no funds have as yet been received, it shows a deficit spending.

12. SUBMITTED BY *(Type or print name and title)*: Arthur Belone, Comptroller

13A. SIGNATURE OF REPORTING OFFICIAL	13B. TYPE NAME OF REPORTING OFFICIAL	14. DATE SIGNED
Arthur J. Belone	John J. Begaye	1/10/73

OE FORM 5140, 5/71 REPLACES OE FORMS 5140, 2/67 AND 5141, 8/69, WHICH ARE OBSOLETE.

BEST COPY AVAILABLE